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ABSTRACT

In this evaluation report, considerable analysis is devoted to the definition of program development in each of the three years of funding, as well as an evaluation of third year objectives attainment. Emphases include project history prior to 1970-71 and context definition, project inputs, fiscal and staff resources, and terminal product evaluation of the 1970-71 (final) funding year. Results of terminal evaluation indicate that: (1) the Inner City Project Staff, by the end of the second year, had increased parent-school-community interaction and had supplemented district services in educational areas found deficient for adequate Inner City pupil instruction and guidance; (2) the three-year Inner City Project was instrumental in sustaining high pupil-school-community cooperation during the 1970-71 year; (3) project efforts made positive changes in parent involvement, English acquisition by pupils whose native language was Spanish, unexcused absences, health absences, and teacher empathy toward their pupils; and, (4) project criterion levels fell short of expectations in the areas of secondary unexcused absences, health absences, and reading and mathematics achievement. Conclusions and recommendations for the San Diego City Schools and other School Districts are provided, as well as appendices. (Author/SB)

San Diego Unified School District
San Diego, California

ED 079446

UD

1970-71
EVALUATION REPORT OF
ESEA (TITLE III)
INNER CITY EDUCATION PROJECT

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UD 013675

Testing and Evaluation Services Department
ESEA Evaluation Unit
August 1, 1971
Report No. 110

SUMMARY

The following is an evaluation report of the 1970-71 Inner City Education Project of the San Diego City Schools funded under Title III of the Elementary and Secondary Education Act of 1965 (PL89-10). Considerable analysis is devoted to the definition of program development in each of the three years of funding, as well as an evaluation of third year objectives attainment. Emphasis includes project history prior to 1970-71 and context definition, project inputs, fiscal and staff resources, and terminal product evaluation of the 1970-71 (final) funding year.

Results of terminal evaluation indicate that:

(1) The Inner City Project Staff, by the end of the second funding year, had committed considerable effort and funds to two goals. Such goals were (a) to increase parent-school-community interaction and (b) to supplement district services in educational areas found deficient for adequate Inner City pupil instruction and guidance.

(2) The three-year Inner City Project was instrumental in sustaining high pupil-school-community cooperation during the 1970-71 year. PAC members and school personnel complemented each other's roles as they provided supplemental services to Inner City youngsters. Elementary staff and parents worked closer together than secondary staff and parents. But overall, dissatisfaction and misunderstanding between parent, teacher and community representatives were at a low level by the end of the 1970-71 school year.

(3) Project efforts made overt, positive changes in parent involvement, English acquisition by pupils whose native language was Spanish, unexcused absence rates at the elementary level, and teacher empathy toward their pupils.

(4) Project criterion levels fell short of expectations in the areas of secondary unexcused absences, health absences, and reading and mathematics achievement.

Recommendations include those given by school personnel and parents directly involved in PAC-PAB activities, and those cited to assist the San Diego City Schools and other school districts in decision-making efforts related to the reviewed Project.

INNER CITY EDUCATION

DEMONSTRATION PROJECT (ESEA, Title III)

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CHAPTER I

PROJECT HISTORY PRIOR TO 1970-71

1968-69

Introduction

In the Fall of the 1968-69 school year, the San Diego City Schools initiated the Inner City Project funded under Title III of the Elementary and Secondary Education Act of 1965 (PL 89-10). The Project was implemented in Southeast San Diego, a geographic area containing a substantial concentration of ethnic minority groups, individuals who were unemployed and families who were receiving welfare assistance. At the conclusion of the first year's operation an interim evaluation was conducted by the Testing Services Department, Evaluation Unit.[1]

In general, it was concluded at this time that the major program goals for the first year of the project had been achieved. Major goals were:

(1) To involve parents, community, and school personnel in all initial and on-going phases of the program during the first project year.

(2) To provide prekindergarten experiences for pupils not qualifying under district guidelines.

(3) To provide additional teacher aides and teaching assistants at all academic levels, and to add additional teaching positions and service personnel.

(4) To provide English-as-a-Second-Language at all grade levels, and to provide programs in bilingual instruction in mathematics and language arts at the junior high school level.

(5) To provide career orientation, work experiences, exploratory experiences, planning and follow-up activities for all pupils in grades six through twelve.

(6) To provide a program which assists the pupil at each level of school operation to achieve functional literacy at a level expected for individuals of their age.

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[1] Testing Services Department, Evaluation Unit, San Diego City Schools, Summary 1968-69 Interim Evaluation Report for the Inner City Education Demonstration Project, March 1970.

(7) To provide improved and additional counseling services.

(8) To locate, screen and/or prepare appropriate curriculum materials.

(9) To provide in-service education for staff personnel.

(10) To evaluate all phases of the program.[2]

The most successful component of the 1968-69 Inner City Program was found to be parent-school-community involvement, with parents showing an increasingly satisfied attitude toward their children's educational program from January to June, 1969.[3]

The overall recommendation of the interim report, based upon the success of this component, was that an increase in the number of parent-school-community activities would further strengthen an already innovative and promising program. Further recommendations in the first year evaluation report were directed toward the in-service, career orientation, and counseling activities within each of the participating schools. In the opinion of the San Diego evaluation unit, it was recommended that these activities be expanded to cover more staff members and pupils.[4]

Pupils and Sites

There were approximately 6,600 pupils in the seven elementary and secondary schools served by the Inner City Education Demonstration Project during the first year of funding. Most were from ethnic minority groups located in a moderately dense rectangular 1.5 by 0.6 mile area of Southeast San Diego.

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[2] Testing Services Department Evaluation Unit, San Diego City Schools, Summary 1968-69 Interim Evaluation Report for the Inner City Education Demonstration Project, March 9, 1970, pp. 5-6.

[3] Ibid., pp. 8-9.

[4] Testing Services Department, Evaluation Unit, San Diego City Schools, Summary 1968-69 Interim Evaluation Report for the Inner City Education Demonstration Project, March 9, 1970, p. 10.

The total attendance area of the seven schools was bordered on four sides by freeways and was designated a part of a model cities' revitalization program in 1969. Of all pupils within the district, the greatest number of non-English speaking youngsters were from this section of the city.

The seven elementary and secondary schools selected in the Fall of 1968 to participate in the Inner City Program were:

Elementary	Junior High	Senior High
Burbank	Memorial	San Diego
Crockett		
Logan		
Lowell		
Sherman.		

These schools were among the oldest found in the San Diego school district, with Burbank being the oldest elementary school and San Diego being the oldest secondary school in the city.

Burbank and Crockett elementary schools enrolled K-2 pupils; Lowell and Sherman enrolled K-6 pupils. Logan elementary school enrolled 3-6 graded youngsters. Most pupils leaving Logan, Lowell and Sherman at the termination of grade six entered Memorial Junior High the following school year. Similarly, the majority of individuals graduating from the ninth grade at Memorial entered San Diego High the following September. Figures 1, 2 and 3 show the geographic area in which these schools were located.

Program

The program of the 1968-69 Inner City Project consisted of three main components which, in turn, were composed of 64 different activities. The main components were (1) Parent and Community Involvement, (2) Instruction, and (3) Enrichment and Supportive Services. While the 64 activities were assigned to different components for the purposes of program description, in many cases activities consisted of more than one component. This was particularly true of the Parent and Community Involvement Component.

Figure 1

Inner City Attendance Area, Elementary Schools

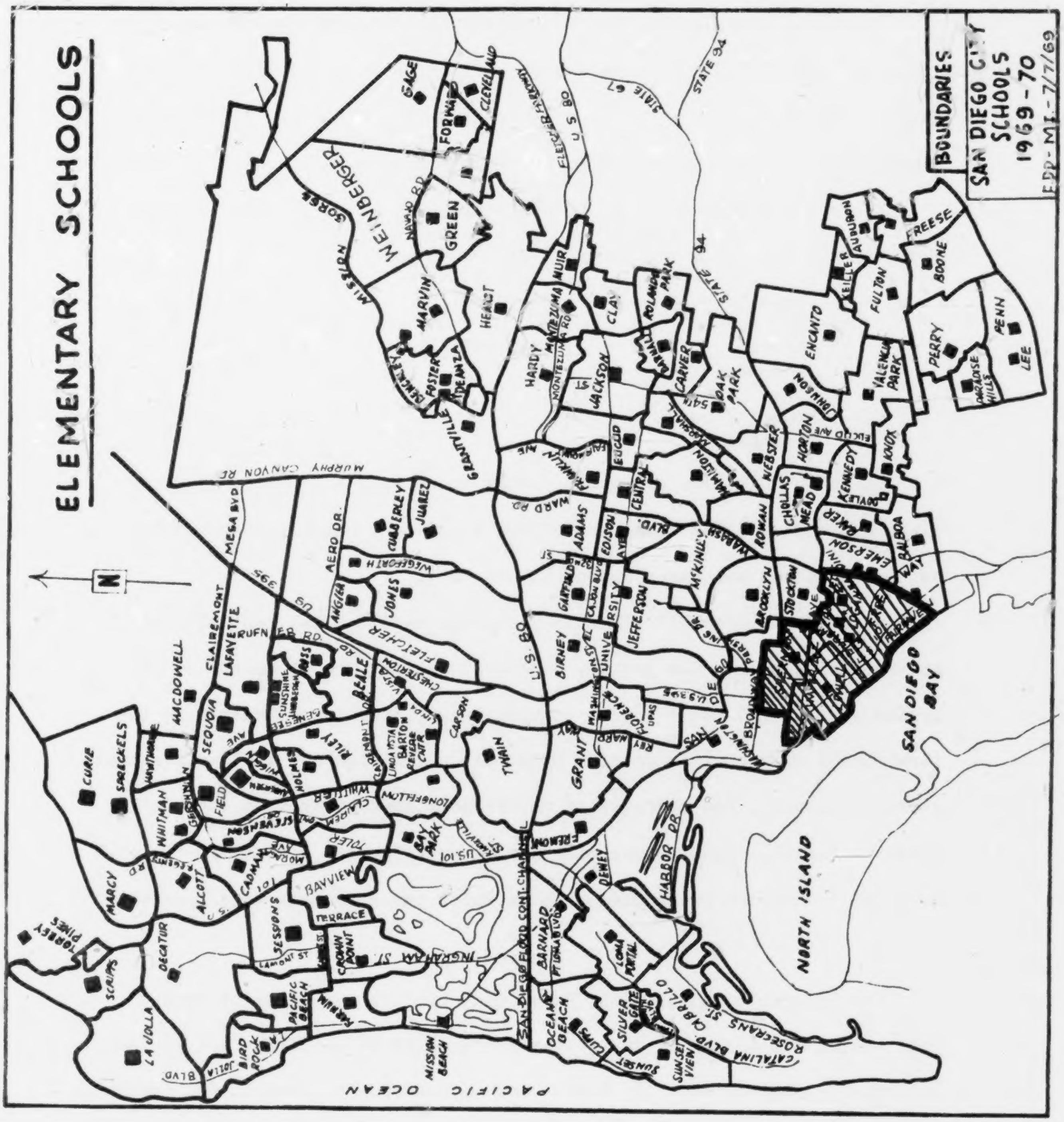

ELEMENTARY SCHOOLS
BOUNDARIES
SAN DIEGO CITY SCHOOLS
1969 - 70
EDP-MF-7/7/69
N
PACIFIC OCEAN
SAN DIEGO BAY
NORTH ISLAND
MURPHY CANYON RD
U.S. 80
STATE 94
STATE 67
U.S. 101
MESA BVD
CLAIREMONT
INGRAHAM ST.
HARBOR DR
ROSECRANS ST.
CATALINA BLVD.
LA JOLLA BLVD
SAN DIEGO FLOOD CONT. CHANNEL
GAGE
CLEVELAND
FORWARD
WEINBERGER
GREEN
MARVIN
HEARST
FOSTER
DE ANZA
GRANTVILLE
HARDY
MONTEZUMA
MUIR
CLAY
ROLANDO PARK
JACKSON
CARVER
OAK PARK
ENCANTO
FREESE
AUBURN
KEILLER
BOONE
FULTON
PERRY
PENN
LEE
PARADISE HILLS
VALENCIA PARK
JOHNSON
HORTON
KNOX
KENNEDY
WEBSTER
CHOLLAS
MEAD
BAKER
DOYLE
BALBOA
EMERSON
EUCLID
CENTRAL
EDISON
ADAMS
WARD RD
McKINLEY
ROWAN
BROOKLYN
STOCKTON
GARFIELD
JEFFERSON
BIRNEY
FLORENCE
GRANT
TWAIN
CARSON
CUBBERLEY
JUAREZ
JONES
ANGIER
FLETCHER
BEALE
CHESTERTON
LINDA VISTA
BARTON
LONGFELLOW
BAY PARK
FREMONT
DEWEY
BAYVIEW TERRACE
CROWN POINT
PACIFIC BEACH
BIRD ROCK
LA JOLLA
SCRIPPS
TORREY PINES
DECATUR
MARCY
ALCOTT
CADMAN
WHITMAN
CURIE
SPRECKELS
HAWTHORNE
FIELD
SEQUOIA
HOLMES
RILEY
WHITTIER
SUNSHINE
MACDOWELL
LAFAYETTE
SESSIONS
MISSION BEACH
BARNARD
OCEAN BEACH
LOMA PORTAL
SILVER GATE
CABRILLO
SUNSET VIEW
GRANT

Figure 2

Inner City Attendance Area, Memorial Junior High School

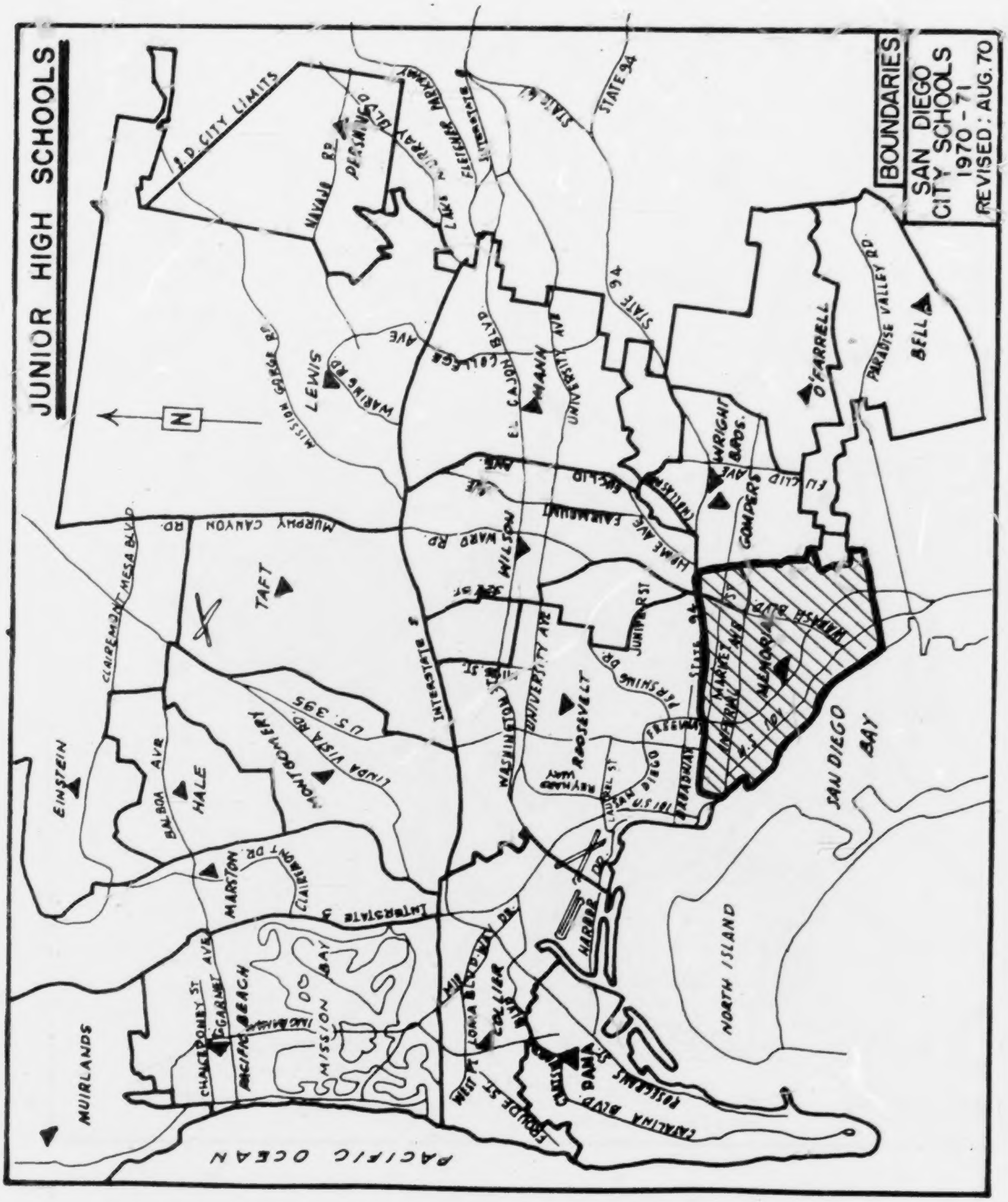
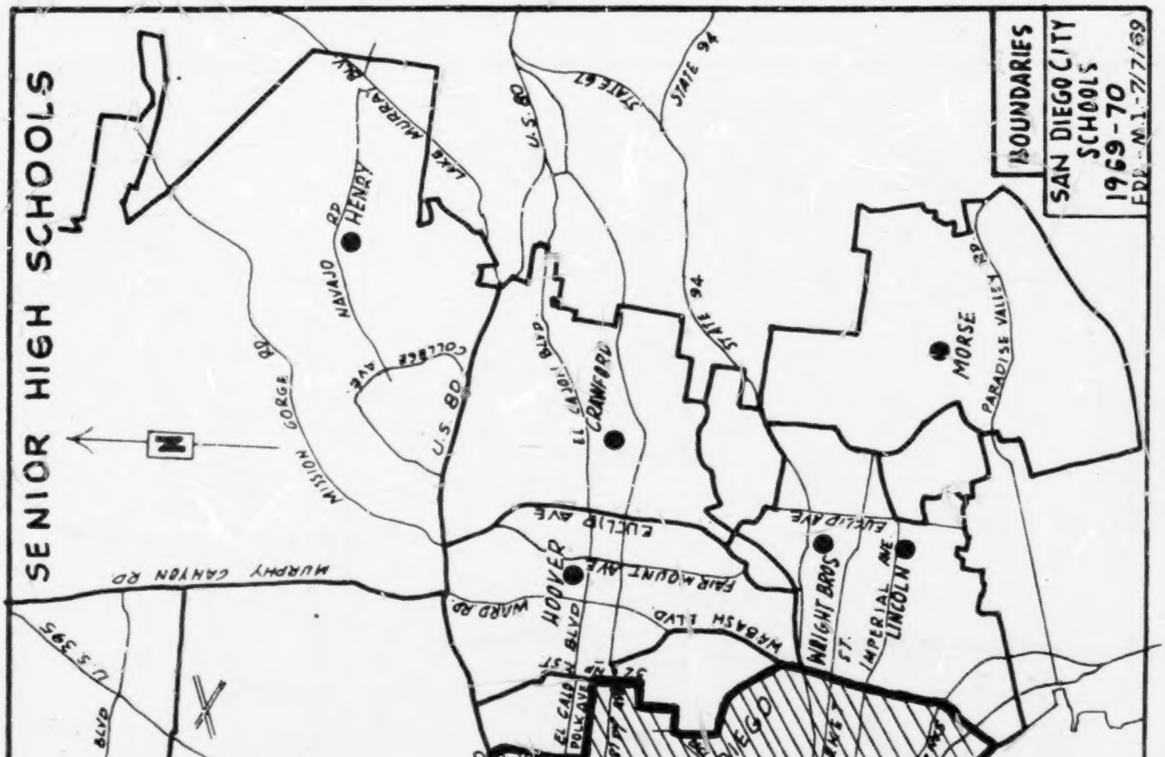

JUNIOR HIGH SCHOOLS
BOUNDARIES
SAN DIEGO
CITY SCHOOLS
1970 - 71
REVISED: AUG. 70
N
S.D. CITY LIMITS
PESKNAGO
LEWIS
MANN
WILSON
TAFT
WRIGHT BROS.
GOMPERS
O'FARRELL
BELL
MEMORIAL
ROOSEVELT
MONTGOMERY
HALE
EINSTEIN
MARSTON
PACIFIC BEACH
MUIRLANDS
COLLIER
DANA
MISSION BAY
PACIFIC OCEAN
SAN DIEGO BAY
NORTH ISLAND
HARBOR DR.
INTERSTATE 5
U.S. 395
STATE 94
EL CAJON BLVD.
UNIVERSITY AVE
MURPHY CANYON RD.
CLAIREMONT MESA BLVD
PARADISE VALLEY RD.
EUCLID AVE
IMPERIAL AVE
MARKET ST
BROADWAY
CATALINA BLVD

Figure 3

Inner City Attendance Area, San Diego Senior High School


SENIOR HIGH SCHOOLS
BOUNDARIES
SAN DIEGO CITY SCHOOLS
1969-70
EDP-M.1-7/7/69
N
HENRY
CRAWFORD
MORSE
HOOVER
WRIGHT BROS
LINCOLN
SAN DIEGO
MADISON
KEARNY
CLAIREMONT
MISSION BAY
MIDWAY
POINT LOMA
LA JOLLA
PACIFIC OCEAN
SAN DIEGO BAY
NORTH ISLAND
MURPHY CANYON RD
EUCLID AVE
FAIRMOUNT AVE
WABASH BLVD
U.S. 80
U.S. 395
U.S. 101
STATE 94
STATE 67
MISSION GORGE RD
NAVAJO RD
COLLEGE AVE
LAKE MURRAY BLVD
EL CAJON BLVD
PARADISE VALLEY RD
LINDA VISTA RD
CLAIREMONT MESA BLVD
BALBOA AVE
GENESEE AVE
MORENA BLVD
ROSECRANS ST
CATALINA BLVD
MISSION BLVD
LA JOLLA BLVD
GARNET AVE
GRAND AVE
IMPERIAL AVE
MARKET ST
BROADWAY
UNIVERSITY AVE
WARD RD

The main thrust or emphasis of the 1968-69 Inner City Project was Parent and Community Involvement. This was the element which was designed to make all other activities more meaningful, and the element that gave direction to many of the activities of other components. It was the Parent and Community Involvement Component that gave the project a different emphasis and a different approach from other Elementary and Secondary Education Act programs: parent and community effort helping to implement a more effective educational program.

The school-community relations component of the Inner City Project was designed to involve parents in new and vital roles within their neighborhoods. Two activities were installed to accomplish this purpose; the Parent Advisory Council and the Project Advisory Board.

Parent Advisory Council members were nominated and elected by parents of respective schools. A total of 49 parents served on the councils of the seven schools the first year. Council members were elected for a term of one year, were residents of their school attendance area, and were not employed by the city schools. In addition, the council members were not allowed to serve on more than one council.

Each council met monthly with the school staff to help plan, implement and evaluate school programs. Council members were paid $10 per meeting. Each council was given full responsibility for portions of the project's budget which, during the first year of the project, approximated $23 per pupil. No council monies could be spent without majority approval of the council. All council meetings were open to the public.

The Project Advisory Board included representatives from each of the Parent Advisory Councils, plus members from other organizations representing ethnic groups within the community. The total number of members plus the Director of the Inner City Project equalled seventeen. The Project Advisory Board shared responsibility with the Director on decisions concerning major components of the program.

The instructional component of the 1968-69 Inner City Project represented the area of heaviest staff concentration. As can be seen by the list of activities both at the elementary and secondary levels (see Table 1), much effort was expended in this initial phase of program design and implementation during the project's first year.

The main purpose of most of the activities listed below was to improve the basic academic skills of pupils through programs that best met the needs of children in Southeast San Diego. An analysis of activity worth performed at the conclusion of the project's first year indicated that this purpose had been fulfilled.

TABLE 1

Listing of Activities Conducted During The
1968-69 School Year

Elementary School Activities

Prekindergarten
Programmed Reading Materials
Reading Center
Redeployment Reading Program
Reteaching of Reading
Tutoring Program
Math Program
Instructional Concepts Program
Follow-Through Program
EMR--Decertification and Redeployment Program
Educationally Handicapped Classes for Previous EMR Class Pupils
English-as-a-Second-Language --Redeployment Kindergarten
Language Power Program

Secondary School Activities

Reading Demonstration Program
EMR--Decertification and Redeployment Program
Bilingual Instruction in Academic Subjects
Computer Program--Math Classes
Reduction in Tracking
English-as-a-Second-Language
Minority Ethnic-Group Study Program--Black and Chicano Studies
Tutoring Program

The Enrichment and Supportive Services Component bridged the elementary and secondary levels and involved those activities that provided additional experiences to enrich other program activities, supply additional skills, and provide additional material and personnel services needed to support activities in other components. Table 2 shows such services.

TABLE 2

Enrichment and Auxiliary Services Provided by the
1968-69 Inner City Project

Enrichment--Cultural and Added Skills Activities

- Work Study Program
- Artist in Residence Program
- Art Exhibit--Color Me Creative
- Career Motivation--North Island
- Ethnic-Cultural Events and Activities
- Study Trips Throughout Community
- Monthly Exchange Visits--Burbank and De Anza
- Performing Artists
- Sewing Class
- Swimming Program--Instructional and Recreational
- Track Team--Coaching and practice, extended day
- Vocational Education--Pacific Telephone Career Orientation Program
- Participation in sixth-grade School Camp Program

Auxilary Services Activities

Instruction, Administration, and In-service Training

- Administrative Intern Program
- Aides--Instructional and Community
- Clerical Help (additional time)
- English-as-a-Second-Language Traveling Teachers
- Equipment
- Human Relations Workshop
- Instructional Supplies and Curriculum Materials
- Teacher Assistants
- Teacher--Intern Program
- Training Program for Instructional and Community Aides
- Trailer Rental
- Education Professions Development Act--In-service Training Program
- Ethnic Studies Conference

TABLE 2 (continued)

Supportive Services--Psychological, Counseling, Health And Nutrition

Psychologist (additional time)
Speech Therapist (additional time)
Elementary Counselor
Motivational Counselor
Parent Counselors (Community Counselors)
Parent Counseling
District Counselor (additional time)
Dental Program
Lunch Programs--Free and Reduced Cost
Orange Juice Program

Dissemination of Information to Community

Christmas Open House
Communications
    ...Monthly Newsletter
    ...Brochure
    ...Radio
    ...Television
    ...Press
    ...Election Posters

1969-70

Introduction

Upon completion of a successful first year, the Inner City Project was again funded through a continuation grant (ESEA, Title III) at the conclusion of the 1968-69 school year. Due to a reduction of federal funding and normal salary progression, however, the 1969-70 project had to be redesigned to adjust for a $250,000 reduction in available revenue. This required some curtailment of programs, materials, personnel and services from what was available during the first year. For a complete description of programs, services, personnel and equipment used in the 1968-69 and 1969-70 Inner City Project the reader is referred to Appendix A of this report.

Pupils and Sites

The same schools involved in the first year of the Inner City Project were again selected for the second, continuation year. Listed below in Table 3 are the 1969-1970 Inner City schools and their ethnic breakdown.

TABLE 3

Enrollment and Ethnic Percents for 1969-70 Inner City Schools

School	Enrollment (N)		Ethnic Percents of (N)			
		Number Teachers	Black	Spanish Surname	White	Other
San Diego High	2133	105	22%	34%	40%	4%
Memorial Junior High	1560	98	52%	42%	4%	2%
Lowell Elementary	410	24	7%	87%	3%	3%
Sherman Elementary	931	52	42%	48%	7%	3%
Burbank Elementary	371	18	51%	42%	5%	2%
Logan Elementary	719	38	58%	37%	2%	3%
Crockett Elementary	351	22	68%	25%	3%	4%
Total	6475	357	--	--	--	--

It becomes apparent, when consulting both the maps and enrollment statistics of the Southeast Area of the San Diego School System, that the proportion of pupils with Spanish surnames decreased and the proportion of Blacks increased from West to East within the Inner City Attendance Area. Since the majority of elementary and junior high school pupils within the Inner City area and a substantial proportion of "other whites" outside of Inner City boundary limits eventually attended San Diego High, this school was the most racially balanced of the seven project schools.

This "ethnic minority shift" at the elementary level and the racial trilogy at the high school level presented unique instructional problems for each Inner City School during the 1969-70 school year. For this reason much of the program had to be defined relative to unique site needs.

Project Advisory Board and Parent Advisory Council

As was true of the 1968-69 Inner City Project, the 1969-70 Project Advisory Board (PAB) and Parent Advisory Council (PAC) were the major components of all community involvement activities. PAC members were elected by secret ballot and, in turn, elected their own school chairman. Individual school principals assisted the PAC members in an advisory role only. A listing of PAC membership, by school, and the apportionment of PAB members throughout the Inner City Community was as follows:

Parent Advisory Council Membership

School	Number of Members
San Diego High	9
Memorial Junior High	9
Sherman Elementary	7
Lowell Elementary	5
Crockett Elementary	5
Burbank Elementary	5
Logan Elementary	7
Total	47

Project Advisory Board Apportionment

Organization	Number	Ethnic Requirements
Burbank Elementary PAC	1	None
Crockett Elementary PAC	1	None
Lowell Elementary PAC	1	None
Logan Elementary PAC	2	1 Chicano, 1 Black
Sherman Elementary PAC	2	1 Chicano, 1 Black
Memorial Junior High PAC	2	1 Chicano, 1 Black
San Diego High PAC	3	1 Chicano, 1 Black, 1 Other White
Business and Industry	1	None
Neighborhood House	1	None
Mexican-American Community	1	Member Chicano Federation
Negro Community	1	Member, Black Conference
Labor	1	Member, Central Labor Council
Total	17	

Goals and Activities

The innovative instructional components of the 1969-70 Inner City

Project was based upon twelve basic goals unanimously approved by the members of the Project Advisory Board. Activities related to each goal were specified prior to the second year of the Project and, with few exceptions, included the activities previously described for the 1968-1969 school year.

Programs incorporated into the second year's Project were those found to be most beneficial to pupils. Thus, the experience gained during the first year of funding was used to maximize the best program conditions available under the second year's restricted budget.

Listed below were the goals and related activities approved by the Project Advisory Board for the second funding year:

(1) Goal: To secure a high level of school-parent-community joint involvement and to clarify the functions of the participants as they become involved.

Activities: As was the case in the first year, an election of Parent Advisory Council and Project Advisory Board members was conducted. The individuals chosen represented parents, community organizations, organized labor, business, and representative ethnic minority groups within the attendance area of the school. These representatives met with the project staff regularly during the school year.

Each Parent Advisory Council for each Inner City School was given a proportionate amount of money to spend during the 1969-1970 school year. Like the total budget, this allotment was cut from the 1968-1969 level by approximately $40,000 (from $126,000 to $81,951). Three restrictions were imposed on the spending of these funds:

(1) The PAC members could not pay themselves a direct salary, stipend or wage.
(2) All spending had to be relative to project goals and activities.
(3) All spending had to be approved by the San Diego Board of Education and the Educational Code of the State of California.

These were the only restrictions placed upon the expenditure of PAC funds. Council members were free (by majority vote) to purchase any hardware or software items and services they felt were beneficial to their children.

Community aides were also hired by the Inner City Project to work in the classroom, various school offices, and within the community as liaison agents. These individuals were provided with in-service education programs designed to increase their skills both in the classroom and in the general labor market at the conclusion of the project.

(2) Goal: To provide part-time aides to work in the classrooms, schools and community of the Inner City schools.

Activities: The Inner City Project provided teacher aides and teacher assistants to a greater degree in "target" schools as opposed to "non-target" schools. The paraprofessionals served in classrooms and offices, as well as within the immediate community. An effort was made to employ members of ethnic minority groups and persons who were bilingual. It was anticipated that these individuals would provide a greater amount of individual instruction in the classroom as well as simply increasing the number of adults in the schools.

(3) Goal: To provide preschool educational services for children (ages three or four) who need these services but who would not have been eligible for participation in either Head Start or the California Unruh Preschool Program because of technical requirements of these programs.

Activities: Prekindergarten classes were established at Crockett Elementary school. They included children not eligible for other preschool programs because of family income, but available to the type of innovative programs offered by the project.

(4) Goal: To provide operational programs of ESL and bilingual instruction to meet the needs of children whose first language was not English.

Activities: As in the previous year, efforts were made throughout the 1969-1970 school year to identify those pupils who could profit by ESL and bilingual instruction. Using the ESL Demonstration Project as a basis for materials and techniques, the Inner City Project placed the identified pupils in situations necessitating increased English usage.

In the case of bilingual instruction, certain courses were taught in both English and Spanish so that students could master subject content and, at the same time, learn English in the separate ESL Instructional Program.

(5) Goal: To provide programs in career orientation, career preparation, work experience, and a program of follow-up and placement for pupils leaving the Inner City schools.

Activities: Pupils were provided with occupational preparation, experiences, and actual job placement through this phase of the Inner City Project.

(6) Goal: To supplement the present counseling staff within the schools with a program that provides additional personal and motivational counseling to minority pupils.

Activities: An attempt was made during the 1969-1970 school year to add such motivational and personal type of counseling to the schools. Minority counselors were added to school staffs so that the minority pupils would better identify with the school and derive a higher degree of interest and empathy from the counseling situation.

(7) Goal: To provide health and nutritional services that support physical well-being and vigor.

Activities: As in the previous year the dental, lunch and orange juice programs were continued in the schools.

(8) Goal: To develop and define new materials which more adequately meet the needs of pupils.

Activities: Throughout the school year the Inner City Schools (assisted by the Curriculum Services Division of the City Schools) defined and utilized instructional materials thought beneficial to pupils. The staff of each school was given the opportunity to comment on instructional worth, as well as participate in actual material selection and distribution.

(9) Goal: To provide effective in-service education programs designed to increase the sensitivity of school personnel toward pupil needs.

Activities: Many in-service activities were held throughout the school year. The effectiveness of these programs were judged by participants at the conclusion of each session.

(10) Goal: To increase the use of minority members in staff and resource positions so as to strengthen the self-image of pupils in the minority schools.

Activities: The minority members served on the school staff as aides, assistants and teachers in order to provide models for pupils to emulate.

(11) Goal: To provide experiences that will improve the pupil's knowledge and appreciation of the culture and contributions of ethnic minorities.

Activities: Throughout the school year, many field trips and school site performances were provided for the Inner City pupil. They included recreational, educational and cultural enrichment activities designed to both increase the child's awareness of his immediate surroundings and help him relate with other children in a setting removed from the classroom. Other activities, such as the institution of Black and Chicano studies at the high school level were also instituted in an attempt to achieve this goal.

(12) Goal: To measure the achievement level of pupils serviced by the Inner City Project through functional literacy measures.

Activities: An attempt was made throughout the school year by the project staff and parent groups to identify valid measures of functional literacy. The purpose of such an attempt was to determine if other procedures besides standardized testing could be used to measure the academic competency of the Inner City pupil.

(13) Goal: To evaluate the project in terms of its objectives.

Activities: In the application for continuation[5] of funding for the second year of operation, it was stated that the experiences of the first year would be used to discover strengths and weaknesses in project implementation. It was also stated that Project staff members, together with representatives from the Inner City Parent Advisory Board and the school district would implement an adequate project design for the 1969-1970 school year.

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[5] San Diego City Schools, Application for Continuation Grant for ESEA, Title III Project Inner City Education Demonstration Project July, 1969.

Summative evaluation of the preceding goals and related activities at the conclusion of the 1969-70 school year Inner City Project indicated that:

(1) The majority of elementary school personnel responding to evaluation questionnaires perceived parent-school-community activities to be effective in helping them work with parents and pupils.

(2) The majority of secondary personnel responding to evaluation questionnaires perceived parent-school-community activities less effective this year (1969-1970) compared to 1968-1969.

(3) Elementary teachers perceived increased parent-school-community involvement from 1968-1969 to 1969-1970 while secondary teachers defined their functions as less integrated with the community in 1969-1970 compared to the previous year.

(4) The satisfaction expressed by secondary parents decreased from the first to the second funding year and such decrease was substantially greater than that associated with elementary parents returning the same survey instrument.

(5) There was considerable delay in the expenditure of PAC funds during the second funding year.

(6) The goal of providing effective in-service education programs designed to increase the sensitivity of school personnel toward pupil needs was accomplished.

(7) The teacher assistant, community aide program had been beneficial to the Inner City schools involved in the 1969-1970 project.

(8) Functional literacy measures inherent in the attainment of goal twelve (to measure the achievement levels of pupils through functional literacy measures) were not developed. However, data analysis further indicated that Inner City pupils did improve their reading ability in the lower elementary grades but were still substantially below grade level expectations.

Secondary pupils continued to follow the same pattern of reading achievement as was found in the projects first year. Reading achievement continued to approximate national norms at Q_2 and Q_3, and achievement at Q_1 continued to be substantially below expectations.

Where gains in reading achievement were noticed, it was accomplished by either the pupils receiving their first instruction in reading or by pupils participating in an intensive reading program at individual sites.

(9) The preschool educational services provided by the Inner City Project at the elementary level were highly successful in raising the I.Q. scores of pre-kindergarten youngsters at least two standard errors of measurement.

(10) The ESL and bilingual programs provided through the Inner City Project were moderately successful in meeting the needs of children whose first language was not English.

(11) Career orientation and work experiences were given to a substantial number of pupils during the 1969-1970 school year.

(12) Supplemental counseling services provided through the Inner City Project were judged to be beneficial to pupils by school staff members.

(13) Health and nutritional services provided through PAC funding were found to be beneficial to pupils in need of such care.

(14) Staff utilization of hardware and software was judged as adequate by staff members during the second funding year. However, dissemination procedures between and within schools were defined as in need of improvement.[6]

Specific recommendations for the 1970-71 funding year centered upon establishing a more comprehensive process and product evaluation of the level of parent-school-community involvement during the 1970-71 school year, and a summative evaluation of project effectiveness for purposes of adaptive decision-making after federal funding is terminated at the conclusion of the 1970-71 school year.[7]

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[6] Testing Services Department Evaluation Unit, San Diego City Schools, 1969-70 Evaluation Report of ESEA (Title III) Inner City Education Demonstration Project, October 1970, pp. i-iii.

[7] Ibid., p. v.

CHAPTER II

DESCRIPTION OF THE 1970-71 PROJECT

Context Definition

The Problem

The purpose of the 1970-71 Inner City Education Project was to maintain the high degree of parent-school-community involvement found during the first two years of the project and, at the same time, supplement district resources within specific Inner City schools in the hope that culturally disadvantaged youngsters would improve their school attendance and academic performance.

The problem to be resolved inherent in the above purpose was: Will (1) improving the level of involvement between parents, the schools and the community, (2) providing supplemental English as a Second Language (ESL) and bilingual instruction, (3) providing supplemental instructional and counseling services and (4) providing supplemental health and nutritional services (a) increase the sensitivity and receptiveness of staff members to the problems of students and parents and (b) improve the school attendance and academic performance of Inner City youngsters?

Domain Limits

School Sites and Pupil Population. As was the case with the second operating year, the third year Inner City Program served the same seven school sites and related attendance areas as was originally selected in 1968-69. Table 4 gives the ethnic percents and enrollment characteristics of the Inner City schools included in the 1969-70 and 1970-71 program. Figures indicate general stability in both school enrollment and ethnic definition for the second and third funding year. This is in contrast to the slight increase in ethnic population the school system had experienced over the previous five years (see Table 5).

TABLE 4

Enrollment and Ethnic Percents for Inner City Schools (1969-1971)

	Schools							
	San Diego	Memorial	Sherman	Logan	Lowell	Burbank	Crockett	Total
Pupil Enrollment (N)*								
1969-70	2133	1560	931	719	410	371	351	6475
1970-71	2258	1484	936	646	432	323	350	6429
Ethnic Percents of (N)								
1969-70								
Black	21	55	49	60	9	50	72	--
Spanish Surname	33	38	40	38	81	42	23	--
Other white	43	5	11	1	6	6	1	--
Other**	3	2	0	1	4	2	4	--
1970-71								
Black	22	52	42	58	7	51	68	--
Spanish Surname	34	42	48	37	87	42	25	--
Other white	40	4	7	2	3	5	3	--
Other**	4	2	3	3	3	2	4	--

*Active enrollment in October of designated year. Source: Accounting Department, Pupil Accounting, San Diego City Schools.

**Chinese, Japanese, Korean, American Indian (rounded to nearest percent)

TABLE 5

District Pupil Ethnic Distributions, Preschool Through Grade 12, 1965-1970*

Year	Percent Black	Percent Spanish Surname	Percent Other White	Percent Other**
1965-66	10.7	8.6	78.3	2.4
1966-67	11.0	9.3	77.2	2.5
1967-68	11.6	9.8	76.0	2.6
1968-69	11.6	10.1	76.1	2.2
1969-70	12.2	10.5	74.3	3.0

*Source: Administrative Research Department, San Diego City Schools

**Chinese, Japanese, Korean, American Indian

Six of the seven school sites were identical to those used during the 1969-70 school year. Burbank elementary school was replaced with a new structure completed in November, 1970. Other than the Burbank school, no other structure was extensively altered.

The Adjacent Community. The administrative and community center of the Inner City Project was located in the Southeast sector of the project boundary area described in Chapter I of this report. The target area served by the center is best described as a lower-lower to lower-middle class residential area surrounded by moderate industry and inter-connective freeways.

Located between the "downtown area", the Pacific Ocean and bordering parklands, the families of this Southeast section of San Diego live in an area that had approximately five times the number of school pupils receiving AFDC funding and approximately double the number of juvenile arrests as the rest of the city. Tables 6 and 7 illustrate this description.

The city's largest park and recreation area (Balboa) is East of the Inner City attendance area. Warehouses and small commercial stores immediately adjacent to downtown San Diego rim the North edge, and due West lies the Pacific Ocean (with related industry and Naval operations.) To the South are the city corporation boundaries and neighboring school districts that parallel the Mexican border.

Many community groups within the Inner City attendance area continued to endorse the Inner City Project throughout its three-year history. Among such groups were:

Black Conference
Black Students Council
Citizens Interracial Committee
Community Action Council
Community Opportunity Program in Education

Figure 4

Inner City Project Office

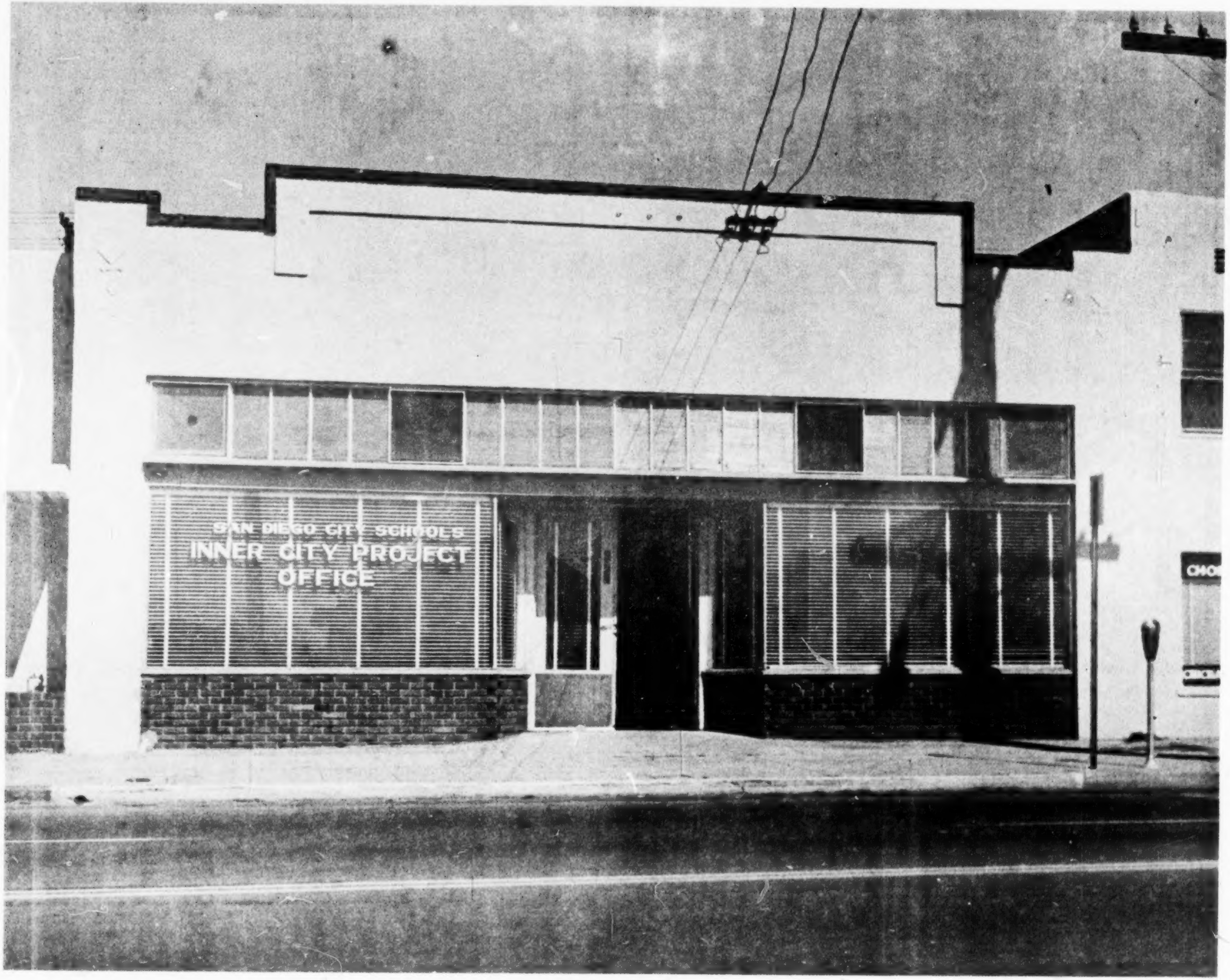
SAN DIEGO CITY SCHOOLS
INNER CITY PROJECT
OFFICE

Figure 5

Burbank Elementary School

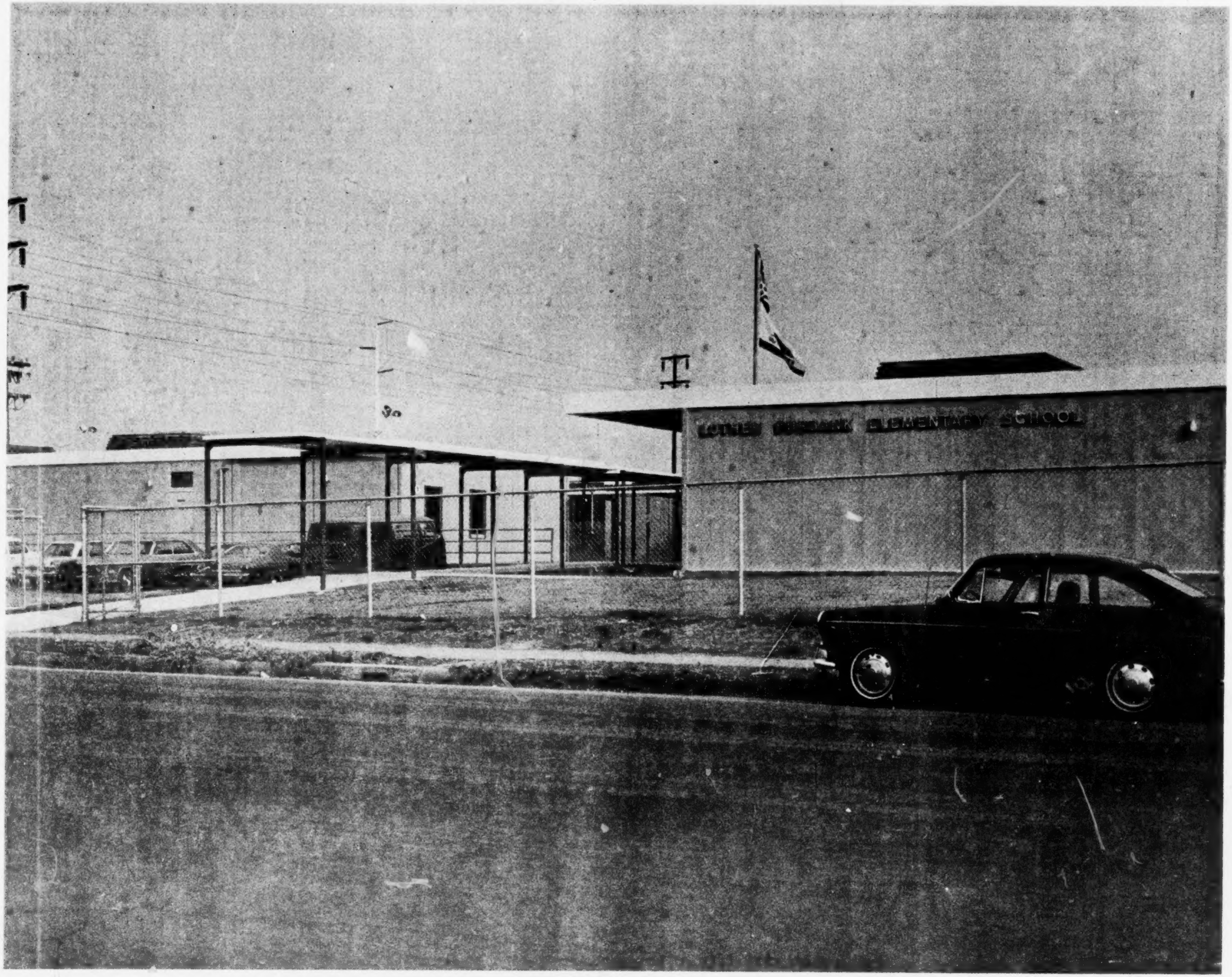
LUTHER BURBANK ELEMENTARY SCHOOL

Figure 6

Crockett Elementary School

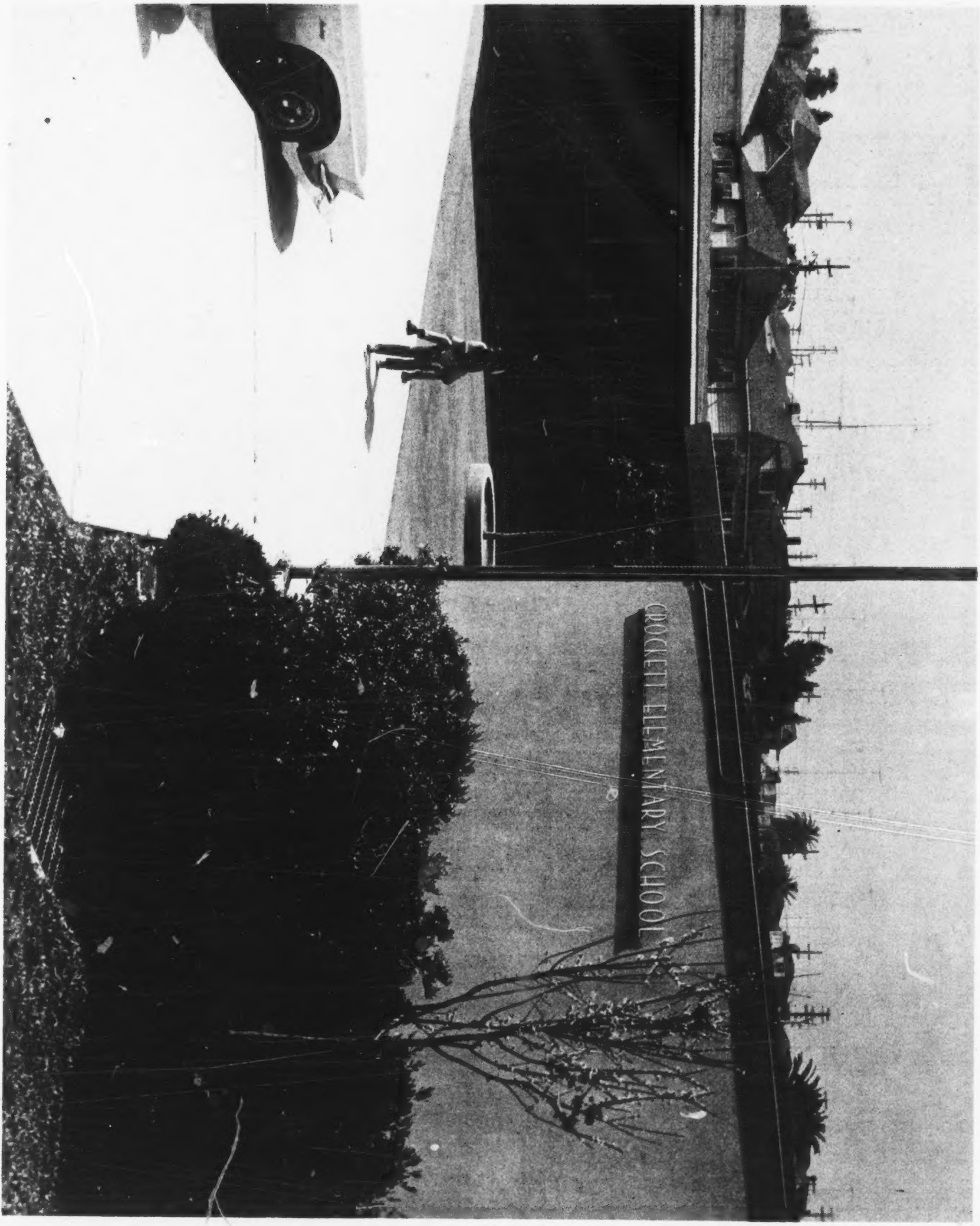
CROCKETT ELEMENTARY SCHOOL

Figure 7

Logan Elementary School

LOGAN SCHOOL

Figure 8

Lowell Elementary School

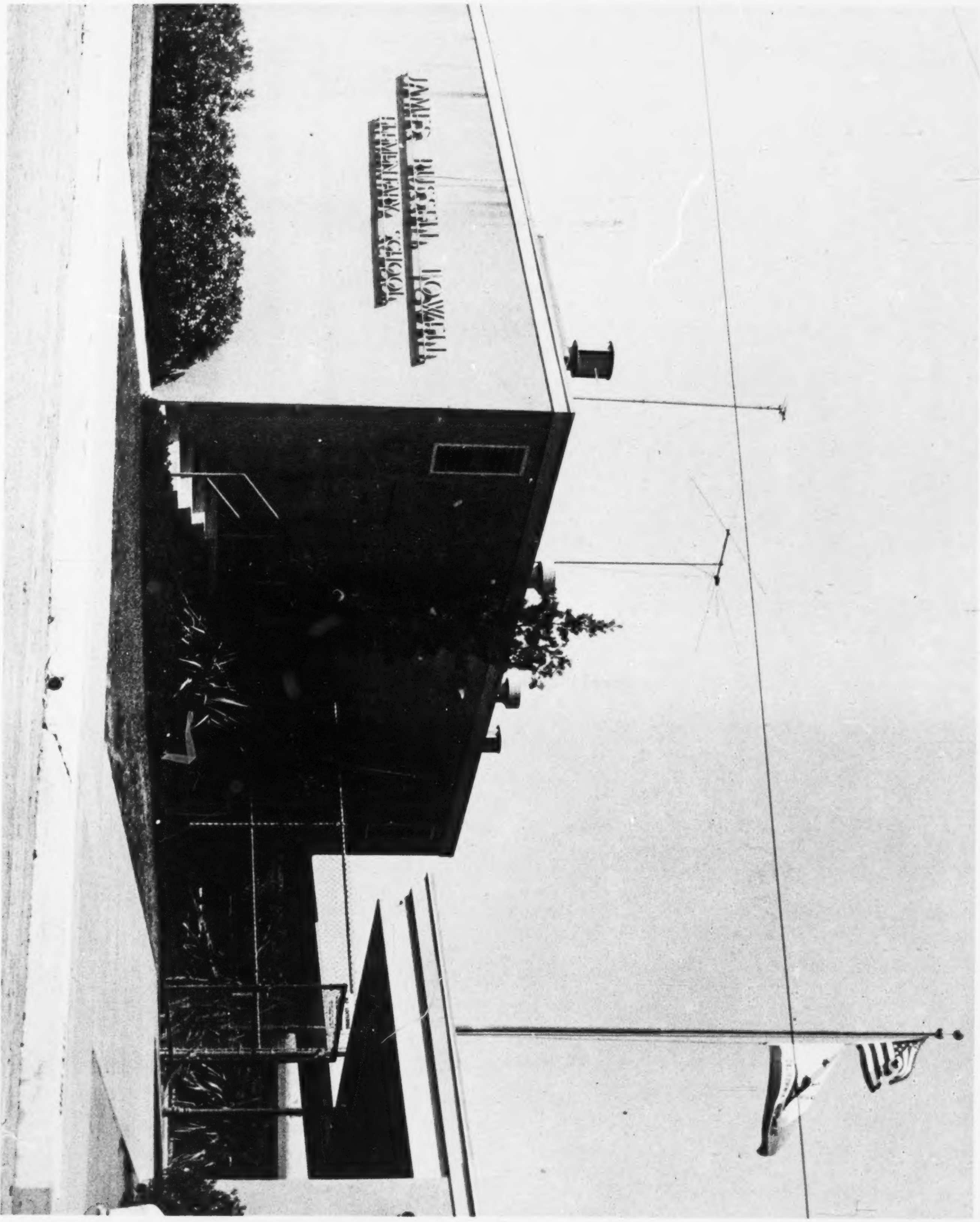
JAMES RUSSELL LOWELL
ELEMENTARY SCHOOL

Figure 9

Sherman Elementary School

SCHOOL
XING

Figure 10

Memorial Junior High School

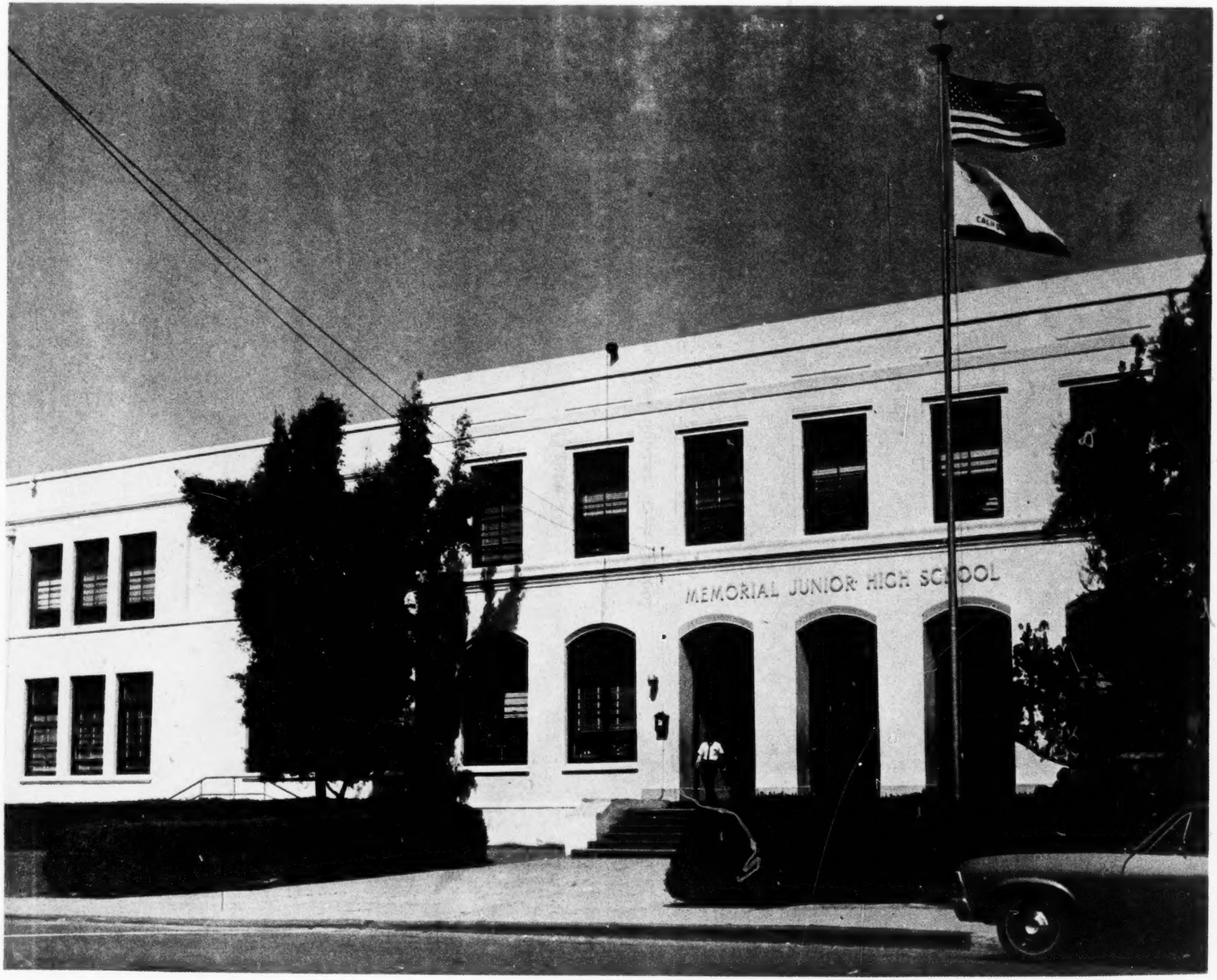
MEMORIAL JUNIOR HIGH SCHOOL

Figure 11

San Diego High School

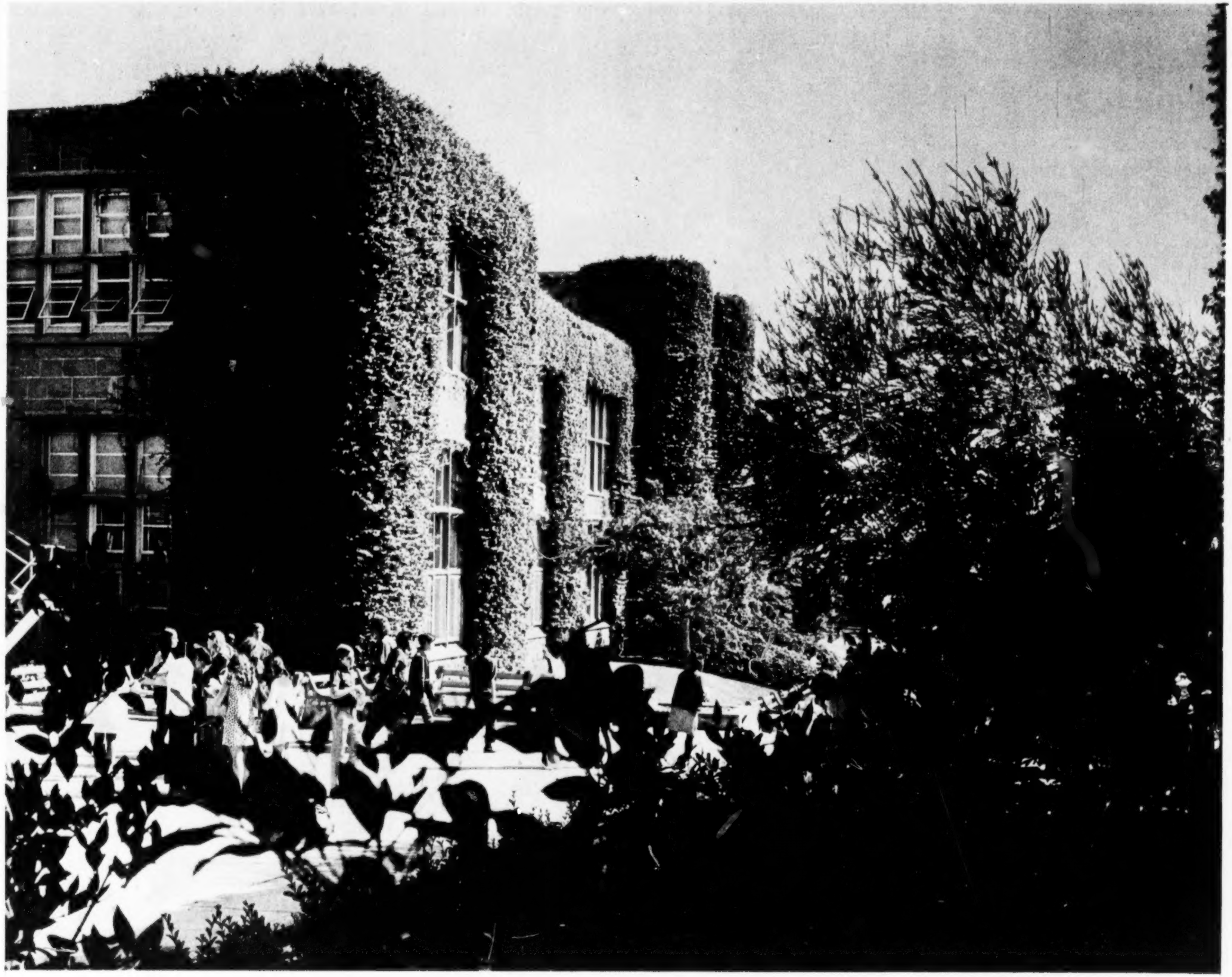

TABLE 6

Aid for Dependent Children (AFDC) Elementary Pupil Count (Jan, 1970)*

Inner City			Non-Inner City		
Pupils Under AFDC	Inner City School Enrollment	$100\left[\frac{\text{AFDC}}{\text{Enrollment}}\right]$	Pupils Under AFDC	School Enrollment	$100\left[\frac{\text{AFDC}}{\text{Enrollment}}\right]$
2020	2637	76.6	10196	70556	14.3

*Determined by relating census track information to elementary attendance districts. Where census and attendance boundaries did not coincide, an estimate determined the division of enrollment among included schools.

Source: Administrative Research Department, San Diego City Schools.

TABLE 7

Juvenile Arrests, Inner City vs non-Inner City School Means
During the Interval November 1970 through January, 1971*

	Inner City		Non-Inner City	
	Elementary	Secondary	Elementary	Secondary
Total arrests	9	183	137	1544
Total enrollment**	2637	3625	70556	52458
1000(Total Arrests/ Total enrollment)	3.4	50.4	1.9	29.4

*Source: Guidance Department, San Diego City Schools. School locations based upon the juvenile's statements at time of arrest. Note: no distinction is made between serious and petty offenses.

**Based upon Jan. 1, 1970 active enrollment. Source: Accounting Department, San Diego City Schools

Community Welfare Council
Economic Opportunity Program
Mayor's Council on Youth Opportunity
Mexican-American Youth Association
Model Cities Agency
Neighborhood Youth Corps
Southeast Ministerial Alliance
Urban Coalition
Youth Opportunity Corps

Instructional Supplies. The Inner City Project did not prescribe instructional supplies. It acted merely as a procurement agency for individual Parent Advisory Councils who, in turn, financed teacher-initiated proposals through committee action. The major portion of instructional supplies for the seven Inner City schools were the same as those prescribed by the city board of education. Supplemental supplies purchased through Inner City basic and PAC funding are given in Tables 8 and 9.

Needs Assessment

Learner needs. An evaluation of the first two years of the Inner City Program indicated that standardized achievement levels of elementary pupils in Southeast San Diego continued to be substantially below national norms at the 25th, 50th, and 75th percentiles. At the secondary level, reading achievement remained constant and at national norm levels for Q_2 and Q_3. However, a decrease of percentile rank at Q_1, noticed at the end of the 1969-70 funding year, indicated that increased emphasis in motivational counseling for the lower quartile was needed in 1970-71.

Recent Inner City evaluations also have indicated that the prevailing need for "English as a Second Language (ESL)" and bilingual instruction was often expressed by school personnel, parents and pupils from Spanish-speaking households.

Other pupil needs defined through joint school-community effort prior to Inner City funding were (1) early childhood education for

TABLE 8

Elementary School Parent Advisory Council and Inner City Project Instructional Equipment/Materials Expenditures from September, 1970 to May, 1971*

School	Equipment/Materials	Expenditures	Percent of Totals
Burbank (K-2)	Reading/Math Improvement Supplies	$ 216.09	43.1
	Film Rental	10.00	0.0***
	Misc. Materials**	275.29	54.9
	Total Cost	501.38	100.0
	Total Cost per pupil	1.51	
Crockett (K-2)	Reading/Math Improvement Supplies	666.20	51.9
	Spanish Texts	70.25	5.5
	Misc. Materials**	547.96	42.7
	Total Cost	1284.41	100.1****
	Total Cost per pupil	3.81	
Logan (3-6)	Reading/Math Improvement Supplies	2976.17	85.5
	Spanish Texts	146.47	4.2
	Black Studies Texts	109.20	3.1
	Misc. Materials**	249.54	7.2
	Total Cost	3481.38	100.0
	Total Cost per pupil	5.47	
Lowell (K-6)	Reading/Math Improvement Supplies	420.33	45.0
	Misc. Materials**	514.69	55.0
	Total Cost	935.02	100.0
	Total Cost per pupil	2.14	
Sherman (K-6)	Reading/Math Improvement Supplies	2215.23	56.5
	Spanish Texts	722.36	18.4
	Misc. Materials**	984.28	25.1
	Total Cost	3921.87	100.0
	Total Cost per pupil	4.48	

---

*Excludes expenditures for cultural enrichment trips.

**Includes expenditures for expendable items only (e.g., straight pins, gummed stars, masking tape, drawing paper, yarn, flannel board materials).

***Rounded to nearest 1/10 percent.

****100> % >100 due to rounding error.

TABLE 9

Secondary School Parent Advisory Council and Inner City Project Instructional Equipment/Materials Expenditures from September, 1970 to May, 1971.*

School	Equipment/Materials	Expenditures	Percent of Totals
Memorial (7-9)	Reading/Math Improvement Supplies	$2030.10	25.4
	Black Studies Texts	186.61	2.3
	Business Education Texts	114.66	1.4
	Cassette Tape Recorder	469.34	5.9
	Graphic Arts Supplies	55.80	0.7
	Gym Suits	98.60	1.2
	Jump Ropes (Physical Education)	138.60	1.7
	Photography Equipment/Supplies	349.60	4.4
	Safety Glasses (Wood Shop)	363.70	4.5
	Soccer Team Uniforms	160.49	2.0
	Social Studies Films/Filmstrips	597.45	7.5
	Social Studies Games (simulation)	152.78	1.9
	Spanish Texts	456.75	5.7
	Swim Caps (Physical Education)	27.93	0.3
	Miscellaneous Materials**	2789.85	34.9
	Total Cost	7992.26	99.8***
	Total Cost per pupil	5.75	
San Diego (10-12)	Reading/Math Improvement Supplies	2743.75	23.6
	Baseballs and Bats (Baseball Team)	358.85	3.1
	Cassette Tapes, Film Rentals and Records	1728.77	14.9
	Chicano Federation Newsletter	40.00	0.3
	Lease of Bell Boy Paging Units	120.00	1.0
	Photographic Supplies	802.41	6.9
	Pupil Information Training at Marine Corp Depot	270.00	2.3
	Rental of Olivetti Underwood Programma 101	1163.75	10.0
	Service Contract on Programma 101	285.00	2.4
	Social Studies Gaming Materials	37.88	0.3
	Spanish Texts	1915.60	16.5
	Swimming Lessons (Physical Education)	850.50	7.3
	Miscellaneous Materials**	1292.53	11.1
	Total Cost	11609.04	99.7***
	Total Cost per pupil	5.81	

---

*Excludes expenditures for cultural enrichment trips.

**Includes expendable items as itemized for elementary schools plus industrial art supplies.

***100 > % > 100 due to rounding error.

children not under preschool federal assistance guidelines, (2) supplemental career, motivational and personal counseling at the secondary school level and (3) supplemental health and nutritional services.

Parent needs. The previous two years of Inner City Project activity provided substantial evidence to support the conclusion that Southeast San Diego parents desired and supported the efforts of their individual PAC's. Many parents attended PAC meetings voluntarily throughout the school year. When questionnaires were sent to samples of parents throughout the community, the majority indicated that they perceived parent involvement to be an important factor to consider in designing their school's educational program. Parents stated that an organization, such as a Parent Advisory Committee, would enable them to both become better acquainted with their schools and give them the power to finance what they thought to be important supplements to district programs.

Community needs. In addition to the need of instituting Parent Advisory Councils school personnel, parents, and community leaders also decided that a need existed to involve more community people directly in school functions.

Planning committees also felt that a separate administrative center, apart from the main administrative education center, should be located within the target area. Committee members felt that this would encourage staff personnel and community members to share concerns and suggestions, as well as provide a convenient meeting place for formal presentations and school events.

Project Inputs

Goals and Objectives

Original performance objectives. The original performance objectives written in the 1970-71 Inner City proposal were stated as follows:

Objective 1: To improve the level of school-parent-community involvement so that active participation is increased to a 25 percent higher level than in the second year of the project.

Objective 2: To provide operational programs of elementary English as a Second Language (ESL) instruction and secondary bilingual instruction in academic areas for students whose language is not English so that 70 percent of the elementary students will achieve at a significantly higher level than a control group of learners not receiving ESL instruction, as measured by the H-200 Placement Test; and that the Grade Point Average of secondary students in bilingual classes will significantly improve to approximate that of students in regular classes in the same academic areas.

Objective 3: To provide appropriate motivational, personal, educational and career counseling so that students receive proper help with their individual problems from empathetic and interested counselors, and that the designated student population will improve their behaviors toward the school, as measured by pre- and post-class behavior and attitude scale.

Objective 4: To provide health and nutritional services that support physical well-being and vigor so that 75 percent of the designated population will reduce their previous year's total days of absence by 25 to 50 percent due to illness.

Objective 5: To increase sensitivity and receptiveness to the problems of students and parents on the part of staff members in the schools so that 50 percent or more of the designated staff members will show positive attitudinal changes as measured by an acceptable attitudinal scale, and so that 75 percent or more of the parents responding will report positive attitudes toward the schools, as measured by an acceptable questionnaire distributed to a random sample of the school's parents.

Objective 6: To evaluate the objectives of the project, as defined under the project.

Objective 7: To improve the performance of elementary students in the basic skills of reading and mathematics and of secondary students in their academic classes, so that 60 percent of the elementary designated population will show a greater gain as compared to their previous year of schooling using an acceptable achievement test; and that the lower 25 percent of the senior high school population will maintain their previous reading achievement gains as measured by the ITED; and that the next 25 percent of the senior high school population will improve their achievement over the previous year; and that the seventh grade will improve their reading achievement so that their distribution of scores on the ITBS will approximate one-half of the difference between their current profile and the test profile for the district.[8]

Revised performance objectives. The above performance objectives were written during the Spring, 1970 semester and submitted to the ESEA, Title III, office prior to the 1970-71 school year. Subsequent program definition and related evaluation planning during the first months of 1970-71 produced objective modifications. The performance objectives were not changed. Rather, objective intents were clarified.

After consulting with the Inner City Project staff and representatives from the State of California Compensatory Education Evaluation Unit, the following performance objectives were adopted for the 1970-71 year:

Objective 1: To maintain or improve the level of school-parent-community involvement so that 1970-71 attendance by Project Advisory Board and Parent Advisory Committee members in their respective meetings does not decrease below 75 percent of the level established during the 1969-70 school year.

Objective 2: To provide supplemental programs of English as a Second Language (ESL) and secondary bilingual instruction in academic areas for students whose language is not English so that (a) zero to K-6 rated Spanish-speaking elementary pupils* will show substantial gains in English proficiency (as measured by the H-200

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[8] San Diego Inner City Project Continuation Grant 1970-71, San Diego City Schools, April, 1970.

*As measured by the ESL Placement Test developed through ESEA (Title III) funding, September, 1969.

Placement Test), (b) K-6 and above rated pupils* will show substantial English reading and language skills improvement (as measured by the San Diego Elementary Reading and Language Skills Check List) and (c) the grade point average of secondary pupils in bilingual classes will substantially improve to approximate that of pupils in regular classes within the same school and in the same academic areas.

Objective 3: To provide supplemental motivational, personal, educational and career counseling so that (a) pupils perceive that they are being helped with their individual problems and (b) the truancy and unexcused absence rates of pupils will substantially decrease below that of the 1969-70 school year.

Objective 4: To provide supplemental health and nutritional services that support physical well-being and vigor so that 75 percent of the designated population will reduce their previous year's absences due to illness by 25-50 percent.

Objective 5: To increase school staff sensitivity and receptiveness to the problems of pupils and parents so that (a) 50 percent or more of the defined staff members will show positive attitudinal changes (as measured by the Withall Social-Emotional Climate Index) and (b) 75 percent or more of parents responding will report positive attitudes toward the school (as measured by an attitude survey).

Objective 6: To evaluate the extent of instrumental and consequential goal attainment of the project, as reflected through the revised performance objectives of the project.

Objective 7:

(a) To improve the performance of elementary pupils in the basic skills of reading and mathematics so that there will be substantial increase in mean achievement from October to May, 1971, and that 60 percent of such pupils will show a greater gain from October to May, 1971 than from October to May, 1970 (using an acceptable set of achievement tests).

(b) To improve the performance of junior high school pupils so that pupils will improve their reading and mathematics achievement (as measured by the CTBS) to a degree that will approximate one-half the difference between the current profile and the test profile for the district.

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*As measured by the ESL Placement Test developed through ESEA (Title III) funding, September, 1969.

(c) To improve the performance of secondary pupils so that the lower 25 percent of the senior high school population will maintain or exceed their previous gain scores in reading and mathematics achievement (as measured by the ITED), and that the rest of the secondary population will maintain the academic levels established in 1969-70.

Evaluation procedures. Based upon the revised performance objectives and the activities of the 1970-71 Inner City Program (see Table 10), an evaluation plan was established. The strategy is pictorially defined in Figure 12 of this report, and involved context definition, monitoring procedures, and summative evaluation techniques. The following is an overview, by objectives, of evaluation criteria and methods used to evaluate the 1970-71 Inner City Program.

Objective 1: To maintain or improve the level of school-parent-community involvement so that 1970-71 attendance by Project Advisory Board and Parent Advisory Committee members in their respective meetings does not decrease below 75 percent of the level established during the 1969-70 school year.

To evaluate the level of school-parent-community involvement measured in objective 1 community needs, parent expectations and staff responsibilities were defined by the Inner City Project Staff at the beginning of the 1970-71 school year. Job functions of paraprofessional and certificated staff members were monitored throughout the first semester by site administrators and the Inner City Program Evaluator, using interview and questionnaire techniques. At the end of the school year terminal questionnaires were distributed to PAC and PAB members, paraprofessional and certificated staff members, and parents from the community.

PAC and PAB attendance statistics for the 1969-70 and 1970-71 school

Table 10

Log of Goal Activity

Log of Goal-Activity Definition

	Activity
Goal 1:	To improve the level of involvement between parents, the school and the community
1a	Project Advisory Board
1b	Parent Advisory Council
1c	Parent Counselors (Logan)
1d	Ethno-Cultural Activities
1e	Communication Circulars
1f	Community Aides
1g	Clerical Help
1h	School Workshops
Goal 2:	To provide effective English as a Second Language (ESL) and Bilingual Instruction
2a	English as a Second Language (ESL)
2b	ESL-Redeployment Kindergarten (Sherman)
2c	Language Power Program (Burbank)
2d	Bilingual Program (Lowell)
Goal 3:	To provide effective motivational, personal, educational and career counseling
3a	Career Motivation (Logan, Lowell, Sherman)
3b	Elementary Counselor
3c	Work-Study Program (Logan)
3d	Educable Mentally Retarded Redeployment into Regular Classrooms (Sherman)
3e	Educationally Handicapped Classes for Children Previously Identified as EMR (Lowell)
3f	Performing Artists
Goal 4:	To provide adequate health and nutritional services
4a	Dental Program (Logan)
4b	Free Lunch Program
4c	Reduced Cost Lunch Program
4d	Playground Equipment
Goal 5:	To increase sensitivity and receptiveness of staff members in the schools to the problems of students and parents
5a	Open House Programs
5b	New Teacher Orientation
5c	Spanish Instruction for Teachers
5d	Teacher Assistants
Goal 6:	To improve the academic performance of pupils
6a	Field Trips
6b	Teacher Assistants
6c	Tutoring Program
6d	Non-Graded Primary (Logan)
6e	Programmed Reading (Logan, Sherman)
6f	Departmental Program (Logan, Sherman)
6g	Enrichment Classes, Grades 3, 5 and 6 (Logan, Sherman)
6h	Miller Math (Sherman)
6i	Music and Math (Sherman)
6j	Non-graded Primary Classes (Sherman)
6k	Fallett Language Program (Lowell)
6l	Pilot Project, Social Studies (Lowell)
6m	Redeployment Reading (Logan, Lowell)
6n	Prekindergarten Program (Crockett, Lowell)
6o	Reteaching Reading (Lowell only)
6p	Reteaching Reading (other schools)

Figure 12

1970-1971 INNER CITY PROJECT
Evaluation Components

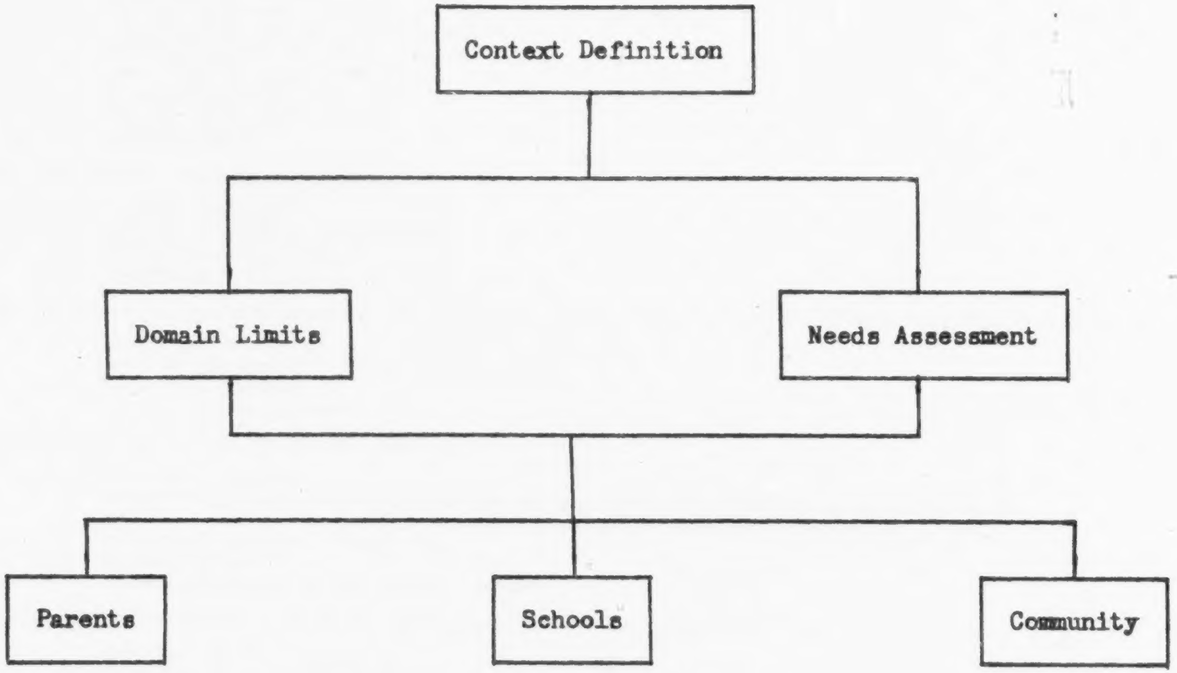
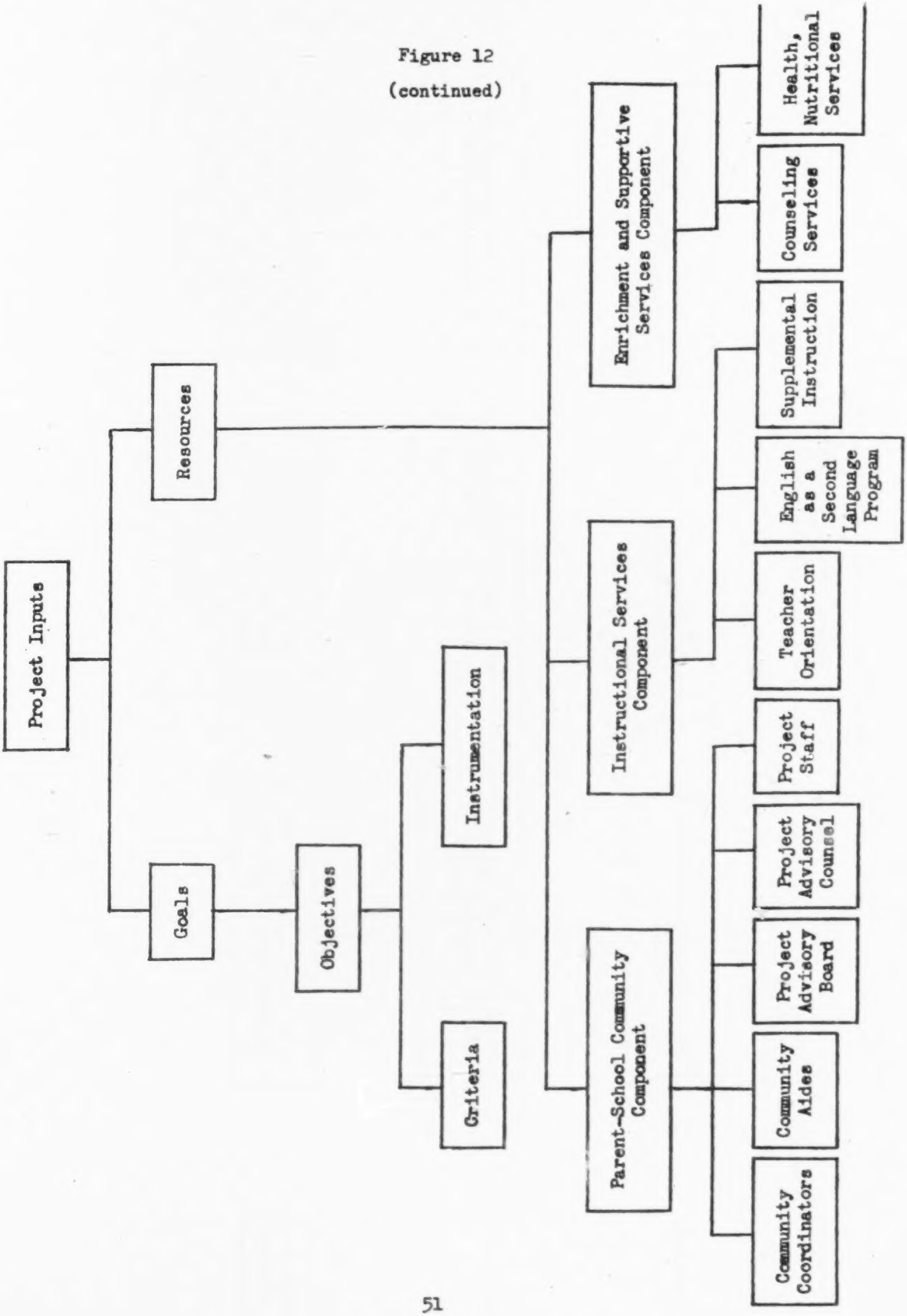

Context Definition
Domain Limits
Needs Assessment
Parents
Schools
Community

Figure 12

(continued)


Project Inputs
Resources
Goals
Objectives
Instrumentation
Criteria
Enrichment and Supportive Services Component
Instructional Services Component
Parent-School Community Component
Health, Nutritional Services
Counseling Services
Supplemental Instruction
English as a Second Language Program
Teacher Orientation
Project Staff
Project Advisory Counsel
Project Advisory Board
Community Aides
Community Coordinators

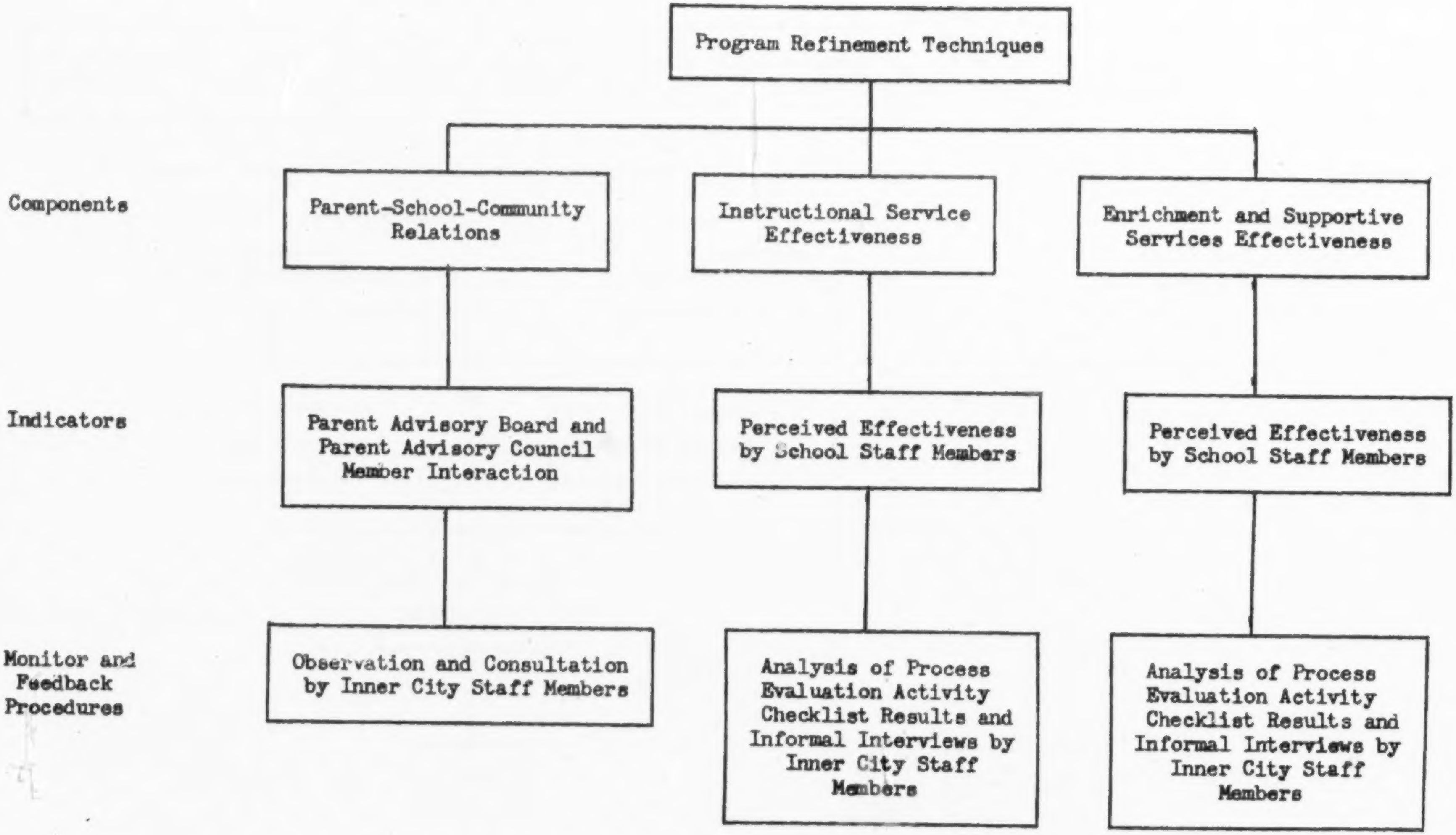
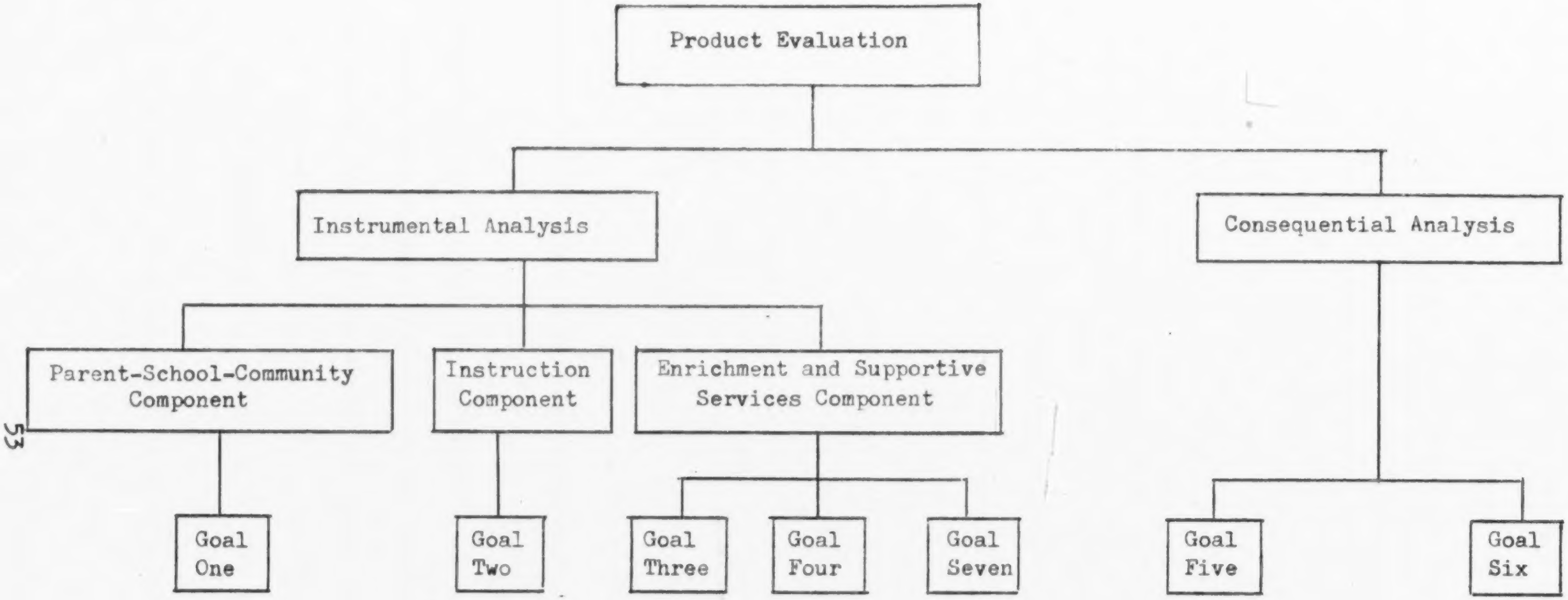

Program Refinement Techniques
Components
Parent-School-Community Relations
Instructional Service Effectiveness
Enrichment and Supportive Services Effectiveness
Indicators
Parent Advisory Board and Parent Advisory Council Member Interaction
Perceived Effectiveness by School Staff Members
Perceived Effectiveness by School Staff Members
Monitor and Feedback Procedures
Observation and Consultation by Inner City Staff Members
Analysis of Process Evaluation Activity Checklist Results and Informal Interviews by Inner City Staff Members
Analysis of Process Evaluation Activity Checklist Results and Informal Interviews by Inner City Staff Members

Figure 12 (continued)

Figure 12 (continued)


Product Evaluation
Instrumental Analysis
Consequential Analysis
Parent-School-Community Component
Instruction Component
Enrichment and Supportive Services Component
Goal One
Goal Two
Goal Three
Goal Four
Goal Seven
Goal Five
Goal Six

Goal 1: To improve the level of involvement between parents, the school and the community.

Goal 2: To provide effective English as a Second Language (ESL) and Bilingual instruction.

Goal 3: To provide effective motivational, personal, educational and career counseling.

Goal 4: To provide adequate health and nutritional services that support the physical well-being and vigor of children.

Goal 5: To increase sensitivity and receptiveness of staff members to the problems of students and parents.

Goal 6: To improve the academic performance of elementary and secondary students.

Goal 7: To evaluate the 1970-71 Inner City Project.

years were also compiled on a monthly basis. Also reviewed were PAC-staff interaction during budget allocation meetings.

Objective 2: To provide supplemental programs of English as a Second Language (ESL) and secondary bilingual instruction in academic areas for students whose language is not English so that (a) zero to K-6 rated Spanish-speaking elementary pupils* will show substantial gains in English proficiency (as measured by the H-200 Placement Test), (b) K-6 and above rated pupils* will show substantial English reading and language skills improvement (as measured by the San Diego Elementary Reading and Language Skills Check List) and (c) the grade point average of secondary pupils in bilingual classes will substantially improve to approximate that of pupils in regular classes within the same school and in the same academic areas.

To monitor and evaluate this year's Inner City ESL and bilingual instruction Elementary ESL Program Information Sheets (see Appendix B) were send to all ESL/bilingual teachers in Inner City and ESEA, Title I funded schools.

With this information received, a method of determining English proficiency gains and effectiveness indices of paraprofessional help was defined. Elementary pupils were surveyed with the San Diego City Schools H-200 ESL Placement Test and the San Diego City Schools Elementary Reading and Language Skills Check List (adapted to ESL format) at the beginning and end of the school year. Both of these instruments are further defined in Appendix B of this report.

Secondary pupils were not surveyed as extensively. At this level bilingual classes were observed and grade point averages were secured for all pupils enrolled in such programs. Since pupils not proficient in English were exempt from state and district testing, and because the development of ESL testing materials has not progressed beyond the elementary level, no standardized instruments were used at the secondary level for this evaluation report. This was not considered a shortcoming, since the majority of pupils in ESL, Inner City classrooms were at the elementary level.

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*As measured by the ESL Placement Test developed through ESEA (Title III) funding, September, 1969.

> Objective 3: To provide supplemental motivational, personal, educational and career counseling so that (a) pupils perceive that they are being helped with their individual problems and (b) the truancy and unexcused absence rates of pupils will substantially decrease below that of the 1969-70 school year.

As is indicated in objective three, the two methods used to measure the extent of objective attainment were (a) pupil interviews and questionnaires and (b) trend analysis of attendance patterns within each of the seven Inner City schools. Pupil interviews and questionnaires were administered at the secondary level, while a compilation and analysis of unexcused absence patterns was conducted at both the elementary and secondary level throughout the school year.

> Objective 4: To provide supplemental health and nutritional services that support physical well-being and vigor so that 75 percent of the designated population will reduce their previous year's absences due to illness by 25-50 percent.

The measurement of objective attainment concerned with is this objective was straightforward. Absences due to health reasons were collected on every elementary pupil enrolled in Inner City schools for the previous two years. Descriptive statistics were compiled, and an analysis was obtained.

> Objective 5: To increase school staff sensitivity and receptiveness to the problems of pupils and parents so that (a) 50 percent or more of the defined staff members will show positive attitudinal changes (as measured by the Withall Social-Emotional Climate Index) and (b) 75 percent or more of parents responding will report positive attitudes toward the school (as measured by an attitude survey).

Parental attitude change was determined through the use of a U. S. Mail questionnaire. Current addresses of parents enrolling their children in elementary and secondary schools were secured, and a random, one-in-four, sample mailout was conducted. Questionnaires were addressed to the father with an "Re:" reference of the child's first name typed in the lower left-hand corner. If the father was not in the home the envelope was addressed to the mother or relative of the same address as the child on the school census card. The questionnaire was of the same format as used for the previous year's evaluation efforts. Thus, baseline response profiles of parental attitude toward school was defined in this report to be 1969-70 parent questionnaire responses.

The measurement of school staff sensitivity and receptiveness to pupil problems was conducted in randomly assigned classrooms. An observation and interview schedule was defined for a proportionally allocated random sample of Inner City teachers. Time of day, subject, and grade level were considered in defining the classrooms to be observed. A beginning and end-of-year observation period plus an end of year interview session was scheduled with fifty teachers in this phase of the evaluation.

Using the Withall Social-Emotional Climate Index and recording teacher statements, learner-centered versus teacher-centered talk was classified at each of the two visitation periods on a one-to-seven continuum. The index was defined in each instance as the ratio of the number of weighted learner-centered statements (categorical ranks one, two and three) to the total number of weighted statements categorized (categorical ranks one through seven). A complete description of the Social-Emotional Climate Index is given in Appendix C of this report. Derivation of specific indices is presented in Chapter III below.

Objective 6: To evaluate the extent of instrumental and consequential goal attainment of the project, as reflected through the revised performance objectives of the project.

Objective 7:

(a) To improve the performance of elementary pupils in the basic skills of reading and mathematics so that there will be substantial increase in mean achievement from October to May, 1971, and that 60 percent of such pupils will show a greater gain from October to May, 1971 than from October to May, 1970 (using an acceptable set of achievement tests).

(b) To improve the performance of junior high school pupils so that pupils will improve their reading and mathematics achievement (as measured by the CTBS) to a degree that will approximate one-half the difference between the current profile and the test profile for the district.

(c) To improve the performance of secondary pupils so that the lower 25 percent of the senior high school population will maintain or exceed their previous gain scores in reading and mathematics achievement (as measured by the ITED), and that the rest of the secondary population will maintain the academic levels established in 1969-70.

These objectives are straightforward and require no further criteria definition. Chapter III below includes data analysis procedures and criteria related to both objectives six and seven. Listed in Table 11 are the standardized tests and administration dates utilized in measuring objective seven.

Table 11: Testing Schedule for 1970-71 Inner City Project

Grade Level	Test	1970-71	
		Pre	Post
Pre-K	Peabody Picture Vocabulary Test	Oct. 1-15	May 1-15
	Caldwell Preschool Inventory	Oct. 1-15	May 1-15
1	Cooperative Primary Tests (Reading and Math subtests)	Jan. 1-15 Form 12B	May 1-15 Form 12A
2	Cooperative Primary Tests, Form 12B (Reading and Math subtests)	Oct. 12-23	
	Cooperative Primary Tests, Form 23A (Reading and Math subtests)		May 1-15
	Stanford Pri. II, Form W (Reading and Math subtests)		May 15-30
3	Stanford Primary II (Word meaning, Paragraph meaning; Arithmetic Computation and Concepts)	Oct. 1-15 Form W	May 1-15 Form X
4	Stanford Intermediate I, Form W (Word meaning, Paragraph meaning; Arithmetic Computation, Concepts and Applications)	Oct. 1-15	May 1-15
5	Comprehensive Tests of Basic Skills Level 2, Form Q (Reading, Language and Arithmetic subtests)	Oct. 1-15	
6	Comprehensive Test of Basic Skills Level 2, Form Q (Reading, Language and Arithmetic subtests only)	Nov. 1-15	May 1-15
7	Comprehensive Test of Basic Skills Level 3, Form Q (Reading, Language and Arithmetic subtests only)	Nov. 1-15	April 19-30
8	Comprehensive Test of Basic Skills Level 3, Form Q (Reading, Language, and Arithmetic subtests only)	Nov. 1-15	April 19-30
9	Comprehensive Test of Basic Skills Level 3, Form Q (Reading, Language and Arithmetic subtests only)	Nov. 1-15	May 3-14
10	Iowa Tests of Educational Development, Form Y (Tests 1, 2, 3, 4 and 5)	Nov. 16-24	
12	Iowa Tests of Educational Development, Form X-4 (Tests 1, 2, 3, 4 and 5)	Nov. 16-24	

RESOURCES

Teaching Faculty, Paraprofessionals and Resource Personnel. In general, the majority of certificated teachers within Inner City schools were hired and financed through regular district funds. Of approximately 360 certificated teachers in the seven Inner City schools, three senior high, three junior high and seven elementary certificated teachers were financed through the Inner City Program.

Paraprofessional staff positions funded under Inner City are given in Table 12. This category involved the greatest number of individuals working with children in the classroom. Basic Inner City funding provided thirty-nine paraprofessional positions. Parent-sponsored PAC action provided nineteen more individuals in five of the seven schools.

Instructional and Community Aides were selected from the Inner City community. They were assigned to specific classroom teachers and were responsible for assisting the teacher in the instructional program and acting as a liaison between the school and community members.

Instructional and community aide duties included:

(1) Explaining classroom and school activities to parents and other members of the community.

(2) Supervising students on regularly scheduled buses and on field trips.

(3) Assisting in the development, preparation, and assembly of classroom materials.

(4) Assisting in the collection of audio-visual and other instructional aids.

(5) Operating audio-visual equipment.

(6) Preparing bulletin board displays.

(7) Arranging classroom science and art exhibits.

(8) Taking class attendance.

(9) Assisting in pupils orientation and tutoring.

Table 12

Paraprofessional Staff Funded Under the 1970-71 Inner City Project

School	Job Title	Number Positions *	Total Hours/Week Assigned to School*	Position Sponsorship, Inner City Project (ICP) or Parent Advisory Council (PAC)
Burbank	Instructional Aide	1	30	ICP
	Instructional Aide	1	15	PAC
	Instructional Aide Trainee	5	102.5	ICP
	Teacher Assistant	2	30	ICP
	Sub Total	9	177.5	8-ICP, 1-PAC
Crockett	Instructional Aide	10	219.5	9-ICP, 1-PAC
	Sub Total	10	219.5	9-ICP, 1-PAC
Logan	Community Coordinator	1	40	ICP
	Community Aide	1	30	ICP
	Instructional Aide	3	70	ICP
	Sub Total	5	140	5-ICP
Lowell	Instructional Aide	3	75	2-ICP, 1-PAC
	Instructional Aide Trainee	3	45	PAC
	Student Helper	1	12	PAC
	Sub Total	7	132	2-ICP, 5-PAC
Sherman	Instructional Aide	6	180	ICP
	Sub Total	6	180	6-ICP
Memorial	Instructional Aide	1	30	PAC
	Community Aide	6	170	PAC
	Teacher Assistant	1	20	PAC
	Sub Total	8	220	8-PAC
San Diego	Community Coordinator	1	40	ICP
	Instructional Aide	3	80	ICP
	Community Aide	2	80	ICP
	Community Aide Trainee	5	190	2-ICP, 3-PAC
	Teacher Assistant	2	50.5	1-ICP, 1-PAC
	Sub Total	13	440.5	9-ICP, 4-PAC
	Grand Total	58	1509.5	39-ICP, 19-PAC

* As of March, 1971. Source: Inner City Project Office.

There was no educational requirement that aides had to meet. Each aide did participate in an interview conducted by the project staff and was provided with inservice training by their individual certificated teachers.

Teacher assistants differed from community/instructional aides in professional training and duties. Unlike aides the teacher assistants were enrolled as students in a cooperating California teacher training institution and possessed a current "Temporary Teacher Assistant Certificate" issued by the San Diego County Board of Education.

Inner City teacher assistants were responsible for assisting the classroom teachers in:

(1) Preparing instructional materials for experiment or display.

(2) Correcting papers and tests.

(3) Providing assistance to pupils in individual or group projects and in individual makeup and home assignments.

(4) Demonstrating for pupils the operation of science equipment.

(5) Assisting pupils in the use of library facilities.

(6) Tutoring pupils in individual music, art and sports activities.

(7) Developing bulletin board materials.

(8) Controlling pupil conduct in the classroom and on school grounds.

(9) Supervising pupil assemblies, excursions, lunch and other "free periods."

(10) Accomplishing clerical chores not ordinarily given to aides.

Full-time resource personnel provided by the Inner City Project included:

1 - Project Director for Administrative Operation of all seven Inner City schools.
1 - Assistant Project Director.
1 - Intermediate Secretary to the Director.
1 - Junior Secretary to the Assistant Director.
1 - Program Evaluator.
1 - Elementary School Counselor.
1 - Community Coordinator.
2 - Junior Clerks.

1 - Teacher on Special Assignment for Program Information and Community Coordination.
2 - Vice Principals for Pupil-School-Community Relations at San Diego High School.

All of the above positions were filled with the assistance of the Personnel Department of the San Diego City School District. Contracts for the positions were let on a one-year basis.

Financial Budget. Expenditure categories and amounts for the terminal year of the Inner City Program were basically the same as those of the previous two years. Monies were alloted to individual parent advisory committees, as well as budgeted for salaries and services, through the Inner City Project Office. The extent of this budget prohibits total inclusion into this report. Interested readers who desire a more complete description than was presented in Chapter I of this report are advised to review the Budgetary Statement Report for the 1970-71 Inner City Project on file with the San Diego City Schools.

CHAPTER III

TERMINAL PRODUCT EVALUATION

Results and Discussion

> Objective one: To maintain or improve the level of school-parent-community involvement so that 1970-71 attendance by Project Advisory Board and Parent Advisory Committee members in their respective meetings does not decrease below 75 percent of the level established during the 1969-70 school year.

A review of Table 13 indicates that objective one was accomplished. Supplemental evidence supporting the contention that parent-school-community involvement was extensive in 1970-71 may be further derived from information related to communication activities, open house activities, perceptions of the worth of parent groups by school personnel and the extent of PAC involvement within the third year Inner City Program.

During the three-year period, from 1968-69 through 1970-71, thirteen issues of the Inner City Newsletter were printed and distributed to parents, school staff members, community groups, and civic organizations throughout the city of San Diego. Five issues were printed the first year, and four issues were published the second and third years. A total of 92,000 copies of the Newsletter were printed during the three-year period. The last Newsletter to be published is given in Appendix D.

In addition to the Newsletter, two brochures entitled "Of Course I Care" (12 pages) and "Innovations and Involvement: The Inner City Project in Review" (24 pages) were also published by the Inner City Project Staff. Dates of community meetings and PAC voting information were also announced in news broadcasts by local radio stations in San Diego and Tijuana, Mexico. Two local television stations devoted broadcast time to Inner City Project definition and analysis. Six local newspapers also featured news and photos of the Project to the extent of over 9,000 column inches (see Table 14). Other dissemination activities included a descriptive article in the August 14, 1970 issue of The Christian Science Monitor and extensive

Table 13

Number of PAC and PAB Members in Attendance at 1969-70 and 1970-71 PAC and PAB Meetings

School (N)	9/69 n(%)	10/69 n(%)	11/69 n(%)	12/69 n(%)	1/70 n(%)	2/70 n(%)	3/70 n(%)	4/70 n(%)	5/70 n(%)	6/70 n(%)	Total n	Average n/10	.75(n/10)
PAC													
Burbank (5)	4(80)	5(100)	5(100)	5(100)	5(100)	5(100)	5(100)	4(80)	5(100)	--*	43	4.3	3.2
Crockett (5)	5(100)	5(100)	5(100)	3(60)	5(100)	5(100)	4(60)	3(60)	4(80)	4(80)	43	4.3	3.2
Logan (7)	6(86)	7(100)	7(100)	7(100)	7(100)	7(100)	7(100)	5(71)	6(86)	6(86)	65	6.5	4.9
Lowell (5)	5(100)	5(100)	4(80)	5(100)	4(80)	5(100)	5(100)	5(100)	5(100)	5(100)	48	4.8	3.6
Sherman (7)	6(86)	7(100)	6(86)	5(71)	5(71)	5(71)	5(71)	6(86)	6(86)	6(86)	57	5.7	4.3
Memorial (9)	6(67)	6(67)	6(67)	7(78)	4(44)	7(78)	7(78)	6(67)	5(56)	4(44)	58	5.8	4.3
San Diego (9)	9(100)	9(100)	9(100)	9(100)	8(88)	8(88)	9(100)	6(67)	6(67)	6(67)	79	7.9	5.9
PAB (17)	15(88)	11(65)	14(82)	14(82)	11(65)	10(59)	12(70)	10(59)	13(77)	9(53)	119	11.9	8.9
Total (64)	56(88)	55(86)	56(88)	55(86)	49(77)	52(81)	54(84)	45(70)	50(78)	40(62)	512	--	--

*No meeting held.

Table 13 (continued)

School (N)	9/70 n(%)	10/70 n(%)	11/70 n(%)	12/70 n(%)	1/71 n(%)	2/71 n(%)	3/71 n(%)	4/71 n(%)	5/71 n(%)	6/71 n(%)	Total n_t	Average $n_t/10$	Above (+) or Below (-) Anticipated Attendance Levels
PAC													
Burbank (5)	4(80)	5(100)	5(100)	5(100)	5(100)	4(80)	5(100)	5(100)	4(80)	5(100)	47	4.7	+
Crockett (5)	4(80)	5(100)	5(100)	--*	4(80)	5(100)	5(100)	5(100)	5(100)	4(80)	42	4.7	+
Logan (7)	5(71)	5(71)	7(100)	6(86)	6(86)	6(86)	7(100)	6(86)	7(100)	7(100)	62	6.2	+
Lowell (5)	5(100)	4(80)	5(100)	4(80)	3(60)	4(80)	5(100)	5(100)	4(80)	5(100)	44	4.4	+
Sherman (7)	6(86)	5(71)	7(100)	5(71)	4(57)	6(86)	6(86)	6(86)	7(100)	7(100)	59	5.9	+
Memorial (9)	9(100)	6(67)	5(56)	6(67)	7(78)	7(78)	9(100)	7(78)	7(78)	9(100)	72	7.2	+
San Diego(10)	9(90)	8(80)	7(70)	9(90)	9(90)	9(90)	9(90)	8(80)	7(70)	8(80)	83	8.3	+
PAB (17)	--*	17(100)	13(77)	12(71)	13(77)	16(93)	14(82)	15(89)	15(89)	16(93)	131	14.6	+
Total (65)	42(65)	55(85)	54(83)	47(72)	51(78)	57(88)	60(92)	57(88)	56(86)	61(94)	540	--	--

* No meeting held, average n for Crockett = $n_t/9$.

photography activity involving public exhibits of school-related photographs.

An open house, defined as highly successful by the majority of PAC members at each of the seven schools, was also held May 2, 1971 at the Logan School auditorium. Approximately 300 parents and community members attended. Displays at the affair emphasized PAC roles and responsibilities in providing health and nutritional services, and in advising school members in pre-kindergarten, kindergarten, chorus, reading, and mathematics programs. An overview of the open house program and the extent of dissemination activities suggest that the Inner City Project staff attempted and succeeded in involving parent representatives and informed community members in meaningful activities during the 1970-71 school year.

Table 14

Local Newspaper Coverage of Inner City
Activities from September, 1968 through May, 1971

Publication	No. of articles/photos 68-69	69-70	70-71	Total	Column Inches 68-69	69-70	70-71	Total
Voice-Viewpoint	23	35	41	99	735	1199	1473	3407
S.D. Union	15	19	10	44	483	780	533	1796
Evening Tribune	26	32	16	74	521	694	982	2197
S.D. Independent	12	12	8	32	281	175	255	711
Staff Bulletin	9	13	6	28	131	343	90	564
Miscellaneous	7	2	12	21	200	30	234	464
Total	92	113	93	298	2351	3221	3567	9139

There is also substantial evidence suggesting that the majority of school personnel considered such parent-oriented activity to be worthwhile and functioning. Tables 15, 16, 17 and 18 support this conclusion.

In private interviews with a random sample of classroom teachers at both the elementary and secondary levels, the majority of teachers expressed that they thought parent participation activities were necessary and useful in teaching their Inner City youngsters. Definition of the ways in which parents assisted teachers included (in rank order of fre-

Table 15

Necessity of Parent Involvement for Successful Instruction of Inner City Youngsters, as Perceived by Inner City Classroom Teachers

Elementary (n=21)			Secondary (n=22)		
Necessary n (%)	Not Necessary n (%)	Undecided n (%)	Necessary n (%)	Not Necessary n (%)	Undecided n (%)
17 (81)	3 (14)	1 (5)	17 (77)	1 (5)	4 (18)

Table 16

Worth of Parent Involvement for Defining the Teacher's Role in the Schools, as Perceived by Inner City Classroom Teachers

Elementary (n=21)			Secondary (n=22)		
Positive n (%)	Negative n (%)	Undecided n (%)	Positive n (%)	Negative n (%)	Undecided n (%)
19 (90)	1 (5)	1 (5)	11 (50)	3 (14)	8 (36)

Table 17

Extent of School-Parent-Community Involvement During the 1970-71 School Year (compared to 1967-68), as Perceived by Elementary School Personnel*

Percent Return = 48%

	Administrators n (%)	Counselors n (%)	Classroom Teachers n (%)	Auxiliary Teachers n (%)	Teacher Assistants n (%)	Community Aides n (%)	Other** n (%)	Total n (%)
Greater than in 1967-68	3 (100)		59 (80)	3 (100)	4 (100)	2 (67)	15 (75)	86 (80)
Less than in 1967-68			4 (05)			1 (33)	1 (05)	6 (06)
No response			11 (15)				4 (20)	15 (14)
								107 (100)

---

*Question asked: "In your professional opinion, has the 3 year Inner City Project increased the level of school-parent-community involvement over what it was during the 1967-68 school year."

**Nurses, cadet-teachers, instructional aides

Table 18

Extent of School-Parent-Community Involvement During the 1970-71 School Year (compared to 1967-68), as Perceived by Secondary School Personnel*

Percent Return = 50%

	Administrators n (%)	Counselors n (%)	Classroom Teachers n (%)	Auxiliary Teachers n (%)	Teacher Assistants n (%)	Community Aides n (%)	Other** n (%)	Total n (%)
Greater than in 1967-68	4 (67)	17 (94)	76 (64)		12 (30)		14 (78)	123 (61)
Less than in 1967-68	1 (17)	1 (06)	15 (13)		4 (10)		1 (06)	22 (11)
No response	1 (17)		28 (24)		24 (60)		3 (17)	56 (29)
								201 (101)

---

*Question asked: "In your professional opinion, has the 3 year Inner City Project increased the level of school-parent-community involvement over what it was during the 1967-68 school year?"

**Nurses, cadet-teachers, instructional aides

quency) defining home problems, increasing communication between the parent in a non-hostile setting, and increasing the pupil's motivation toward school by letting him know his parent was interested in what he was doing. When asked: "How would you change or continue to manage the way in which parents are involved in your school?", the consensus at the elementary and secondary levels was that the parents in parent aide programs needed more in-service instruction and that the PAC concept should be vigorously supported by the Board of Education after the final federal funding year.

Further advice, given by school staff members, on how Board-sponsored PAC'S in this and other school districts should be initiated and maintained included:

(1) Periodically reminding the Parent Advisory Council members that they have responsibilities to the total school population.

(2) Conducting an educational campaign to inform the community before starting new programs.

(3) Checking with the community first to see if there is interest enough in having a Parent Advisory Council.

(4) Setting up standards, duties and exact meeting times for the councils to meet.

(5) Being positive and involving as many parents as possible.

(6) Letting the parents have the power as well as the authority to act.

(7) Encouraging teachers to participate with the PAC.

(8) Trusting the intelligence and concern of the advisory council and do not withhold professional guidance when parents ask for it.

(9) Having a few practice meetings with PAC and teachers before final proposals are submitted at the beginning of the first year.

(10) Making sure the parents know the total amount of money they can spend per category at the beginning of each school year.

(11) Checking to see how many parents have trouble speaking English, then providing some way at the first meeting to make these peoples feel they belong and are able to contribute.

(12) Holding a paid, week-long workshop for parents of the PAC and showing them how to organize their meetings, spend their money according to education code specifications, and relate to others in the community and the schools.

Reacting to the question of what needs PAC and PAB members should most be concerned with, the majority of members ranked improving reading and mathematics scores, improving counseling services and establishing parent advisory groups. Table 19 presents these need priorities in detail.

Finally, with regard to parental judgements within the community, the vast majority of respondents to the U.S. Mail questionnaire referred to in Chapter II expressed continued satisfaction with their individual schools with reference to the specific expectation categories shown in Tables 20 and 21.

Combining these findings it may be concluded that school members, parents, and community members all perceived their involvement with one another as useful. Parent respondents to questionnaires and school personnel in private interviews expressed satisfaction of and support for the Parent Advisory Council concept, and the majority of respondents who had direct contact with the Inner City Project staff expressed (in an interview situation) that they perceived interaction between the community and the schools to be positive (see Table 22).

Table 19

Inner City Project Need Priorities, as Perceived by 1970-71
Parent Advisory Board Members (November, 1970)

Rank in order of importance	Need Priorities	Drop n (%)	Keep n (%)	Abstension n (%)
1	Improved pupil reading skills	0 (.00)	29 (.97)	1 (.03)
2	Improved counseling services	0 (.00)	29 (.97)	1 (.03)
3	Established PAC in each school	0 (.00)	29 (.97)	1 (.03)
4	Improved pupil mathematics skills	1 (.03)	28 (.93)	1 (.03)
5	Improved community involvement	1 (.03)	28 (.93)	1 (.03)
6	Established PAB	2 (.07)	26 (.87)	2 (.07)
7	Cultural enrichment trips for pupils	4 (.13)	26 (.87)	0 (.00)
8	Storefront office	4 (.13)	26 (.87)	0 (.00)
9	Cultural and Educational extra-curricular activities	3 (.10)	25 (.83)	2 (.07)
10	Paraprofessional aides in the classroom	5 (.17)	22 (.73)	3 (.10)
11	ESL program for pupils whose native language is not English	3 (.10)	24 (.80)	3 (.10)
12	Bilingual program for secondary pupils (Spanish)	3 (.10)	24 (.80)	3 (.10)
13	Prekindergarten classes	2 (.07)	23 (.77)	5 (.17)
14	Inner City Project Newsletter	5 (.17)	23 (.77)	2 (.07)
15	Additional certificated teachers in the classroom	6 (.20)	23 (.77)	1 (.03)
16	$10 per month per meeting for PAB and PAC members	5 (.17)	22 (.73)	3 (.10)
17	Pupil dental and medical care	7 (.23)	22 (.73)	1 (.03)
18	Free lunch for needy pupils	7 (.23)	22 (.73)	1 (.03)
19	Inservice education for certificated personnel	6 (.20)	22 (.73)	2 (.07)
20	Instructional materials and supplies	5 (.17)	22 (.73)	3 (.10)
21	Teacher assistants and aides from the community	7 (.23)	21 (.70)	2 (.07)
22	Nursing Services	7 (.23)	21 (.70)	2 (.07)
23	Psychological Services	8 (.27)	20 (.67)	2 (.07)
24	Speech Therapist Services	6 (.20)	20 (.67)	4 (.13)
25	Discretionary funding of teacher projects by PAC	10 (.33)	19 (.63)	1 (.03)
26	Capital outlay and equipment purchase	11 (.37)	16 (.53)	3 (.10)
27	Building remodeling and construction	13 (.37)	15 (.50)	2 (.07)

Table 20

Degree of Satisfaction Expressed by Parents of Elementary Pupils Attending Inner City Schools in May, 1971, as Measured by U.S. Mail Questionnaire Returns

Expectation Categories	Schools/Satisfaction Categories*											
	Burbank		Crockett		Logan		Lowell		Sherman		Total	
	Yes (%)	No (%)	Yes (5)	No (%)	Yes (%)	No (5)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
Individualized Pupil Attention	22 (100)	0 (00)	23 (88)	3 (12)	39 (85)	7 (15)	39 (98)	1 (02)	74 (99)	1 (92)	197 (92)	17 (08)
Pupil's Academic Progress	22 (96)	1 (04)	23 (88)	3 (12)	41 (89)	5 (11)	39 (95)	2 (05)	71 (90)	8 (10)	196 (91)	19 (09)
Pupil's Guidance	23 (100)	0 (00)	24 (92)	2 (08)	41 (87)	6 (13)	39 (98)	1 (02)	72 (90)	8 (10)	199 (92)	17 (08)
Pupil's Motivation	21 (100)	0 (00)	23 (92)	2 (08)	37 (82)	8 (18)	37 (90)	4 (10)	70 (87)	9 (13)	188 (89)	23 (11)
Parent's Welcome to School	22 (96)	1 (04)	22 (88)	3 (12)	44 (96)	2 (04)	39 (98)	1 (02)	74 (95)	4 (05)	201 (95)	11 (05)
Role Within the Community	23 (100)	0 (00)	22 (85)	4 (15)	41 (89)	5 (11)	38 (93)	3 (07)	69 (86)	11 (14)	193 (89)	23(11)
Information Outflow	23 (100)	0 (00)	20 (77)	6 (23)	40 (87)	6 (13)	37 (90)	4 (10)	67 (86)	11 (14)	189 (88)	27 (12)
Percent Return	28%		31%		31%		41%		37%		34%	

*Different n's per school due to "no response" categories.

Table 21

Degree of Satisfaction Expressed by Parents of Secondary Pupils Attending Inner City Schools in May, 1971, as Measured by U.S. Mail Questionnaire Returns

Expectation Categories	Schools/Satisfaction Categories*					
	Memorial		San Diego		Total	
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
Individualized Pupil Attention	79 (88)	11 (12)	51 (76)	16 (24)	130 (83)	27 (17)
Pupil's Academic Progress	74 (81)	17 (19)	51 (76)	16 (24)	125 (79)	33 (21)
Pupil's Guidance	79 (89)	10 (11)	53 (77)	16 (23)	132 (84)	26 (16)
Pupil's Motivation	66 (77)	20 (23)	46 (69)	21 (31)	112 (73)	41 (27)
Parent's Welcome to School	82 (96)	3 (04)	57 (86)	9 (14)	139 (92)	12 (08)
Role Within the Community	78 (91)	8 (09)	48 (70)	21 (30)	126 (82)	29 (18)
Information Outflow	78 (86)	13 (14)	55 (82)	12 (18)	133 (84)	25 (16)
Percent Return	22%		30%		25%	

*Different n's per school due to "no response" categories

Table 22

Description of I.C.P. Personnel-School-Community Interaction
During the 1970-71 School Year, as Perceived by Inner City Classroom Teachers

Elementary					Secondary				
High Positive n (%)	Low Positive n (%)	No Contact with I.C.P. Personnel n (%)	Low Negative n (%)	High Negative n (%)	High Positive n (%)	Low Positive n (%)	No Contact with I.C.P. Personnel n (%)	Low Negative n (%)	High Negative n (%)
5 (24)	5 (24)	10 (47)	1 (5)	0 (0)	0 (0)	2 (9)	20 (91)	0 (0)	0 (0)

Objective two: To provide supplemental programs of English as a Second Language (ESL) and secondary bilingual instruction in academic areas for students whose language is not English so that (a) zero to K-6 rated Spanish-speaking elementary pupils will show substantial gains in English proficiency, (b) K-6 and above rated pupils will show substantial English reading and language skills improvement and (c) the grade point average of secondary pupils in bilingual classes will substantially improve to approximate that of pupils in regular classes within the same school and in the same academic areas.

Tables 23, 24 and 25 present data used to measure the extent of objective two attainment. Table 23 shows H-200 achievement test scores for zero to K-6 rated Spanish-speaking youngsters in prekindergarten, kindergarten, lower primary and upper primary classes. It is apparent from Table 23 that:

(a) The H-200 test defines growth more precisely at the pre-K and K level than at the lower and upper primary grades (s increases with higher grade levels).

(b) The H-200 test has adequate discrimination power only at the pre-K and K levels (s_k's and Q_3 scores indicate high positive skewness at pretesting and high negative skewness at posttesting).

(c) For levels where the H-200 test score appears to be a valid criterion (pre-K and K) pupils substantially gained in English proficiency.

Table 24 indicates that K-6 and above-rated pupils (as measured by the H-200 test) showed substantial English reading and language skills improvement in the areas of:

(a) Reading interest

(b) Word attack skills

(c) Reading comprehension

(d) Confidence in speaking

(e) Oral idea expression

(f) Written idea expression

Substantial growth did not occur in word pronunciation. The majority of pupils were classified in this category as remaining low in confidence

Table 23

English as a Second Language (ESL) H-200 Test Scores from Inner City
ESL Classes, November, 1970 and June, 1971

	Pre-kindergarten				Kindergarten			
	Pretest		Posttest		Pretest		Posttest	
	Raw Score	G.L.E.	Raw Score	G.L.E.	Raw Score	G.L.E.	Raw Score	G.L.E.
Mean	9.46	PK-3 mo.*	16.62	PK-9 mo.	6.00	PK-2 mo.	61.09	K-5 mo.**
Median	5.12	PK-2 mo.	17.33	PK-9 mo.	4.94	PK-2 mo.	52.20	K-4 mo.
Q_1	4.12	PK-2 mo.	7.12	PK-3 mo.	4.18	PK-2 mo.	34.42	K-3 mo.
Q_3	16.94	PK-9 mo.	23.35	PK-9 mo.	6.92	PK-2 mo.	95.58	K-7 mo.
s.	7.13		8.57		4.06		29.71	
n.	13		13		23		23	
S_k	1.69		0.53		0.89		0.84	

*PK-3 mo. = the equivalent to the oral English proficiency of a monolingual English-speaking child during his third month (3 mo.) of prekindergarten instruction.

**K-5 mo. = the equivalent to the oral English proficiency of a monolingual English-speaking child during his fifth month (5 mo.) of kindergarten instruction (general ESL curriculum).

***The H-200 test has an upper limit raw score of 128, equivalent to K-9 mo.

Table 23 (continued)

	Lower Primary (grades 1, 2, 3)				Upper Primary (grades 4, 5, 6)			
	Pretest		Posttest		Pretest		Posttest	
	Raw Score	G.L.E.	Raw Score	G.L.E.	Raw Score	G.L.E.	Raw Score	G.L.E.
Mean	13.31	PK-6 mo.	88.69	K-6 mo.	29.38	K-2 mo.	93.06	K-7 mo.
Median	5.32	PK-2 mo.	102.75	K-7 mo.	7.75	PK-3 mo.	101.00	K-7 mo.
Q_1	3.69	PK-1 mo.	47.38	K-4 mo.	1.34	--	33.42	K-3 mo.
Q_3	16.75	PK-9 mo.	127.95	K-9 mo.***	54.25	K-4 mo.	127.18	K-9 mo.
s.	19.25		42.72		31.50		44.97	
n.	75		75		37		37	
S_k	1.50		-0.75		1.52		-1.44	

***The H-200 test has an upper limit raw score of 128, equivalent to K-9 mo.

Table 24

One Year Longitudinal Analysis of ESL Pupil English Reading and Language Skills Acquisition in Inner City Project Schools, as Defined by Their Respective Teachers

English Reading and Language Skills Categories	(1)→(2) n	(1)→(2) %(N)	(1)→(3) (2)→(3) n	(1)→(3) (2)→(3) %(N)	(3)→(2) n	(3)→(2) %(N)	(3)→(1) (2)→(1) n	(3)→(1) (2)→(1) %(N)	(1) No Change n	(1) No Change %(N)	(2) No Change n	(2) No Change %(N)	(3) No Change n	(3) No Change %(N)	Total (N) n	Total (N) %(N)
Reading Interest	57	(41)	18	(13)	0	(00)	1	(01)	18	(13)	37	(27)	8	(06)	139	(101)*
Word Attack Skills	39	(28)	16	(12)	0	(00)	2	(01)	64	(46)	18	(13)	0	(00)	139	(100)
Reading Comprehension	46	(33)	21	(15)	1	(01)	5	(04)	57	(41)	9	(06)	0	(00)	139	(100)
Pronunciation of Words	29	(21)	20	(14)	4	(03)	9	(06)	27	(19)	48	(35)	2	(01)	139	(99)*
Confidence in Speaking	40	(29)	27	(19)	3	(02)	12	(09)	28	(20)	23	(17)	6	(04)	139	(100)
Expresses Ideas Orally	38	(27)	31	(22)	0	(00)	16	(12)	32	(23)	22	(16)	0	(00)	139	(100)
Expresses Ideas in Writing	37	(27)	10	(07)	0	(00)	12	(09)	58	(42)	22	(16)	0	(00)	139	(101)*
Total	286	(30)	143	(15)	8	(01)	57	(06)	284	(29)	179	(18)	16	(02)	973	(101)*

Reading Interest Categories

(1) Does not read for recreation
(2) Occasionally reads for recreation
(3) Frequently reads for recreation

Word Attack Skills Categories

(1) Successfully attacks less than 70% of words in text
(2) Successfully attacks 70-100% of words in text
(3) Successfully attacks 80-100% of words in text

Reading Comprehension Categories

(1) Less than 70% accuracy
(2) 70-85% accuracy
(3) 85-100% accuracy

Pronunciation of Words Categories

(1) Consistently inaccurate
(2) Moderately accurate
(3) Consistently accurate

Confidence in Speaking Categories

(1) No confidence
(2) Some confidence
(3) High degree of confidence

Expresses Ideas Orally Categories

(1) With great difficulty
(2) With some difficulty
(3) Clearly and easily

Expresses Ideas in Writing Categories

(1) With great difficulty
(2) With some difficulty
(3) Clearly and easily

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*100 > (%) > 100 due to rounding error

Table 25

Grade Point Averages* of Secondary Pupils in Social Studies, Mathematics, and Science Classes in Inner City and District minus Inner City Classrooms for the Second Semester, 1971

	Social Studies	Mathematics	Science
Monolingual (English) District GPA	2.27	2.39	2.40
Monolingual (English) Inner City GPA	2.19	2.32	2.28
Bilingual (Spanish-English) Inner City GPA	2.66	2.38	2.31

* Source: Individual teacher grade report sheets and Guidance Department, San Diego High School.

throughout the school year.

Table 25 indicates that the grade point averages of pupils in Inner City-sponsored bilingual classes approximated that of pupils in regular classes within similar academic areas.

The overall conclusion of this report, based upon the criterion used to measure the extent of Objective two attainment, is that the ESL objective of the 1970-71 Inner City Project was accomplished. This conclusion is further supported by a survey of opinion conducted at the end of the 1970-71 school year. The majority of teachers returning the survey indicated that the ESL/Bilingual program at their school had a positive effect upon pupil achievement and attitudes. Results of this particular survey are given in Table 26. The majority of staff members perceived ESL activities to be beneficial, and test scores support their consensus.

Table 26

Effects of the 1970-71 ESL/Bilingual Program on Pupil Attitude and Achievement, as Perceived by Elementary School Personnel in Inner City Schools*

Percent Return = 48%

Pupil Attitudes	Administrators n (5)	Classroom Teachers n (%)	Auxiliary Teachers n (%)	Teacher Assistants n (%)	Community Aides n (%)	Other** n (%)	Total n (%)
Positive effect	2 (67)	56 (76)	3 (100)	3 (75)	2 (67)	14 (70)	80 (75)
Negative effect		4 (05)			1 (33)	1 (05)	6 (06)
No response	1 (33)	14 (20)		1 (25)		5 (25)	21 (20)
							107 (101)
Pupil Achievement							
Positive effect	2 (67)	56 (76)	3 (100)	3 (75)	2 (67)	17 (85)	82 (77)
Negative effect		3 (04)				1 (05)	4 (04)
No response	1 (33)	15 (20)		1 (25)	1 (33)	2 (10)	20 (19)
							106 (100)

*Question asked: "Assuming that an ESL/Bilingual program exists at your school and that at least some of your pupils are affected by such instruction, has the ESL/Bilingual program had a positive or negative effect upon your pupils' achievements and attitudes?"

**Nurses, cadet-teachers, instructional aides

Objective three: To provide supplemental motivational, personal, educational and career counseling so that (a) pupils perceive that they are being helped with their individual problems and (b) the truancy and unexcused absence rates of pupils will substantially decrease below that of the 1969-70 school year.

Through additional federal funding San Diego senior and Memorial junior high schools were able to provide educational, career, personal, and motivational counseling to a greater extent than other, non-ESEA schools during the 1970-71 year. The number of pupils per counseling position for San Diego and Memorial were 207.6 and 149.5, respectively. These figures compare lower than the average of 375.1 and 419.4 for all other non-ESEA senior and junior high schools in the city. They were also well below the counseling ratios reported in other large city school systems in the Spring of 1970 (see Table 27).

Title III funds for counseling services at San Diego and Memorial were used to supplement district-funded staff assignments, thus potentially making more counselors available to pupils at San Diego where 10.1 full-time positions were supplied by the district, and 0.7 were supported through Inner City funds. At Memorial 0.7 full-time positions were supplied by the district, and 3.0 were funded through ESEA programs.

The counseling activities provided by the 1970-71 Inner City Project included educational, career, personal, and motivational guidance services to pupils.

Through educational counseling, pupils received assistance in:

(a) defining education goals and in making decisions related to their goals,

(b) securing information covering requirements of successful performance in different courses of study, promotion, graduation, and college entrance requirements,

(c) immediate education planning (course scheduling and alterations),

(d) setting personal, educational performance standards,

(d) meeting school personnel for individual conferences, and

(f) participating in specialized educational programs with their parents.

Table 27

Comparison of Counseling Ratios, Selected Large School Systems in the U.S.**

City	Counseling Ratio (Pupils per counselor)
Portland	250
Detroit	328
Dade County (Miami)	350
Minneapolis	350
St. Louis	369
Baltimore City	371
Chicago	375
Buffalo	377
Boston	400
Seattle	400
Cincinnati	410
San Diego	410
New Orleans	428
Cleveland	430
Pittsburgh	446
Broward County	466
Milwaukee	488
Indianapolis	500
Los Angeles	513
Houston	600
New York	794

** Source: Albert Schultz, Division of Personnel, Milwaukee Public Schools (May, 1970).

Career counseling activities included:

(a) information dissemination to pupils and parents concerning career choices and advanced degree requirements,

(b) instruction in the proper method of filling out job applications, definition of child labor laws and other pertinent legal requirements for employment in the San Diego area,

(c) assistance in final job placement within the community, and

(d) field trips to community agencies and businesses in the city.

Personal counseling concentrated upon:

(a) parent contacts with reference to pupil behaviors and achievement levels,

(b) pupil counseling directed toward the improvement of self-understanding and self-acceptance,

(c) personal counseling when pupils ask for advise concerning home and school problems of a private nature,

(d) individual sessions with pupils who have severe achievement or behavior problems, and

(e) private hearings in cases of pupil exemptions, suspensions, expulsions and reinstatements.

Motivational counseling duties included:

(a) information dissemination with regard to pupil progress and goals to parents, teachers and administrators,

(b) consultation with teachers and the interpretation of test scores,

(c) pupil protection in emergency cases of suicide threats, child beating, sex offenses, etc.,

(d) cooperative planning with law enforcement, mental health, and family service organizations, and

(e) advising school staff and PAC members on curricular matters.

When school personnel were asked to judge the adequacy of the above-described counseling services provided by the district and the Inner City Project, information in Table 28 was obtained. It is apparent from Table 28 that the counseling area judged least adequate by counselors and classroom teachers was the career category. Opinionated teachers were split approximately 50-50 in defining motivational and personal service adequacy.

Table 28

Adequacy of Counseling Services in Inner City Secondary Schools, as Perceived by School Personnel.*

Percent Return = 50%

	Administrators n	(%)	Counselors n	(%)	Classroom Teachers n	(%)	Teacher Assistants n	(%)	Others** n	(%)	Total n	(%)
Motivational												
Adequate	3	(50)	10	(56)	47	(40)	5	(12)	7	(39)	72	(36)
Inadequate	1	(17)	7	(39)	53	(44)	25	(62)	2	(11)	88	(44)
No response	2	(33)	1	(06)	19	(16)	10	(25)	9	(50)	41	(20)
											201	(100)
Personal												
Adequate	3	(50)	9	(50)	53	(44)	11	(28)	7	(39)	83	(41)
Inadequate			6	(33)	48	(40)	14	(35)	3	(17)	71	(35)
No response	3	(50)	3	(17)	18	(15)	15	(38)	8	(44)	47	(24)
											201	(100)
Educational												
Adequate	3	(50)	10	(56)	65	(55)	13	(32)	8	(44)	99	(49)
Inadequate			5	(28)	38	(32)	14	(35)			57	(28)
No response	3	(50)	3	(17)	16	(13)	13	(32)	10	(56)	45	(22)
											201	(100)
Career												
Adequate	4	(67)	6	(33)	45	(38)	8	(20)	8	(44)	71	(35)
Inadequate			8	(44)	50	(42)	18	(45)	1	(06)	77	(38)
No response	2	(33)	4	(22)	24	(20)	14	(35)	9	(50)	53	(27)
											201	(100)

*Question asked: "Do you feel that your students have received adequate motivational, personal, educational and career counseling this year"?

**Nurses, class advisors, cadet-teachers

Counselors and administrators voiced the lease opposition to present counseling activity. The majority of opinions expressed by personnel in these two areas appeared to be satisfied with present counseling activities. Counselors did state, however, that career counseling was in need of improvement.

Supplementally, the majority of opinionated classroom teachers and their college undergraduate teacher assistants also judged career counseling to be inadequate. Most critical of this area were teacher assistants. Classroom teachers and assistants were approximately equally split in their opinions concerning the other three categories. When asked to define the worth of the Inner City Project in defining pupil needs so that adequate counseling could be attempted, the majority of opinionated staff felt that the I.C.P. was helpful (see Tables 29 and 30).

Unfortunately, the pupil interviews that were scheduled to measure attitudes of counselees toward their own program was not conducted. A proportionally allocated sample of 160 pupils was drawn and matched with parents who received the U.S. Mail terminal evaluation questionnaire. However, end-of-year administrative duties prohibited site administrators from carrying out the interviews, as planned.

Considering unexcused absence rates of children and young adults who had been in their respective Inner City schools for two consecutive years, Tables 31 and 32 indicate that total unexcused absences increased in most schools within most grade levels.

Table 33 entries are read as follows:

- Pupils in grade 2 at Burbank elementary school in 1970-71 who attended the same school in 1969-70 increased their total unexcused absences by 14% (from 178 to 203) from 1969-70 to 1970-71.

Similarly, the data group in the lower right-hand corner of Table 33 indicates that:

> Grade 12 pupils attending San Diego High School for two consecutive years increased their total unexcused absence rates 47.4% from 1969-70 to 1970-71.

Table 29

Perception of Inner City Project Helpfulness in Defining Educational and Personal Student Problems, as Expressed by Inner City Elementary School Personnel*

Percent Return = 50%

	Administrators n (%)	Classroom Teachers n (%)	Auxiliary Teachers n (%)	Teacher Assistants n (%)	Community Aides n (%)	Others** n (%)	Total n (%)
Inner City Project was helpful	1 (33)	61 (82)	3 (100)	2 (50)	2 (67)	13 (65)	82 (77)
Inner City Project was not helpful	1 (33)	11 (15)		1 (25)		5 (25)	18 (17)
No response	1 (33)	2 (03)		1 (25)	1 (33)	2 (10)	7 (06)
							107 (100)

*Question asked: "Has the Inner City Project helped you to better define the educational and personal problems that students have brought into your classroom"?

**Nurses, cadet teachers

Table 30

Perception of Inner City Project Helpfulness in Defining Educational and Personal Student Problems, as Expressed by Inner City Secondary School Personnel*

Percent Return = 48%

	Administrators n (%)	Counselors n (%)	Classroom Teachers n (%)	Teacher Assistants n (%)	Others** n (%)	Total n (%)
Inner City Project was helpful	2 (33)	6 (33)	62 (52)	15 (38)	11 (61)	96 (48)
Inner City Project was not helpful		3 (17)	45 (38)	14 (35)	2 (11)	64 (32)
No response	4 (67)	9 (50)	12 (10)	11 (28)	5 (28)	41 (20) 201 (100)

*Question asked: "Has the Inner City Project helped you to better define the educational and personal problems that students have brought into your classroom"?

**Nurses, class advisors, cadet teachers

Table 31

1969-70 versus 1970-71 Excused and Unexcused Absences of Third, Fourth, Fifth and Sixth Grade Pupils Attending Their Respective Schools for Two Consecutive Years

Total n pairs = 978

	1969-70		1970-71	
	Total Excused	Total Unexcused	Total Excused	Total Unexcused
Grade 3	1874	442	2318	557
Grade 4	2229	709	2400	786
Grade 5	1873	589	2711	759
Grade 6	1816	580	2244	706
Total	7792	2320	9673	2808
n/Total	7.97	2.37	9.89	2.87

Table 32

1969-70 versus 1970-71 Excused and Unexcused Absences of Grade 8, 9, 11, and 12 Pupils Attending Their Respective Schools for Two Consecutive Years

Total n pairs = 1684

	1969-70		1970-71	
	Total Excused	Total Unexcused	Total Excused	Total Unexcused
Grade 8	4104	1783	5096	2843
Grade 9	4231	2692	4356	2042
Grade 11	6686	1623	8145	2630
Grade 12	5617	1391	6820	2050
Total	20638	7489	24417	9565
n/Total	12.25	4.44	14.50	5.68

Table 34 considers individual pupil increases, as opposed to gross totals. The upper-left entry in Table 34 states that:

> Of 86 grade 2 pupils attending Burbank elementary school for two consecutive years, 34% increased, 29% decreased, and 37% remained stable with reference to their unexcused absences.

The lower-left data grouping should read:

> Of 479 grade 12 pupils attending San Diego High School for two consecutive years, 57% increased, 25% decreased and 18% remained stable with reference to their unexcused absences.

When Table 34 is reviewed it is apparent that, although there was an actual increase in total unexcused absences at the elementary level, the majority of elementary pupils did not increase their unexcused absences from 1969-70 to 1970-71. Exceptions are found only at grade 3 (Sherman) and when pupils change schools at grade 7 (Logan, Lowell and Sherman).

At the secondary level, Table 34 indicates substantial unexcused absence rate increases at most grade levels (the exception being grade 9 at Memorial).

It may be assumed, therefore, that when the Inner City Program was in existence the majority of elementary pupils had less unexcused absences in 1969-70 than in 1970-71. Chronic truants, those elementary pupils contributing most to the totals represented in Table 33, appear to have increased their absence totals during the last two school years.

At the secondary level, it appears that (with the exception of grade 9) the majority of pupils increased, rather than decreased, their unexcused absences over the last two school years. Percent increases and frequency tabulations indicate that this observed increase was not due to isolated chronic truants, but rather to the student bodies as a whole.

In summary, with reference to objective three, evidence indicates that the majority of school personnel perceived the 1970-71 counseling

Table 33

Longitudinal Survey of Total Excused and Total Unexcused Absences of Inner City Pupils Attending Their Respective Schools for Two Consecutive Years

	Burbank		Crockett		Logan		Lowell		Sherman	
	Total Excu.	Total Unex.	Total Excu.	Total Unex.	Total Excu.	Total Unex.	Total Excu.	Total Unex.	Total Excu.	Total Unex.
Grade 2										
1969-70	827	178	571	219			305	82	761	255
1970-71	822	203	747	112			344	57	694	311
% increase(+) or decrease(-)	-01	+14	+31	-49			+13	-30	-09	+22
Grade 3										
1969-70					1014	215	228	24	632	203
1970-71					1172	232	300	37	846	288
% increase(+) or decrease(-)					+16	+08	+36	+54	+34	+42
Grade 4										
1969-70					1012	334	397	51	820	324
1970-71					1149	238	407	202	844	346
% increase(+) or decrease(-)					+14	-29	+03	+296	+03	+07
Grade 5										
1969-70					877	241	391	105	605	243
1970-71					1492	362	420	91	799	306
% increase(+) or decrease(-)					+70	+50	+07	-14	+32	+30
Grade 6										
1969-70					744	262	371	44	701	274
1970-71					864	241	576	154	804	311
% increase(+) or decrease(-)					+16	-08	+55	+250	+15	+14
Grade 7*										
1969-70					1055	356	223	51	517	206
1970-71					1520	962	521	271	842	429
% increase(+) or decrease(-)					+44	+170	+134	+431	+63	+108

*Grade 7 pupils attended Memorial Junior High in 1970-71.

Table 33 (continued)

	Memorial Total Excu.	Memorial Total Unex.	San Diego Total Excu.	San Diego Total Unex.
Grade 8				
1969-70	4104	1783		
1970-71	5096	2843		
% increase(+) or decrease(-)	+24.2	59.4		
Grade 9				
1969-70	4231	2692		
1970-71	4356	2042		
% increase(+) or decrease (-)	+29.5	-24.2		
Grade 11				
1969-70			6686	1623
1970-71			8145	2630
% increase(+) or decrease(-)			+21.8	+62.0
Grade 12				
1969-70			5617	1391
1970-71			6820	2050
% increase(+) or decrease(-)			+21.6	+47.4

Table 34

Longitudinal Survey of Frequency and Percent of Increased (+), Decreased (-) and Stable (0) Excused and Unexcused Absence Rates of Inner City Elementary Pupils Attending Their Respective Schools for Two Consecutive Years

	Burbank		Crockett		Logan		Lowell		Sherman	
	Ex. n (%)	Unex. n (%)	Ex. n (%)	Unex. n (%)	Ex. n (%)	Unex. n (%)	Ex. n (%)	Unex. n (%)	Ex. n (%)	**Unex.** n (%)
Grade 2										
+	41 (48)	29 (34)	47 (59)	19 (24)			19 (48)	11 (28)	38 (46)	36 (43)
-	38 (44)	25 (29)	25 (31)	39 (49)			17 (42)	14 (35)	40 (48)	29 (35)
0	7 (08)	32 (37)	8 (10)	22 (28)			4 (10)	15 (38)	5 (06)	18 (22)
Grade 3										
+					63 (53)	36 (30)	17 (55)	13 (42)	54 (58)	55 (59)
-					43 (36)	38 (32)	13 (42)	8 (26)	32 (34)	18 (19)
0					13 (11)	45 (38)	1 (03)	10 (32)	7 (08)	20 (22)
Grade 4										
+					70 (57)	36 (30)	21 (49)	17 (40)	40 (44)	43 (47)
-					44 (36)	47 (39)	17 (40)	9 (21)	42 (46)	34 (37)
0					8 (07)	39 (32)	5 (12)	17 (40)	9 (10)	14 (15)
Grade 5										
+					86 (66)	54 (41)	22 (45)	19 (39)	51 (66)	36 (47)
-					10 (08)	43 (33)	21 (43)	11 (22)	20 (26)	25 (32)
0					35 (27)	34 (26)	6 (12)	19 (39)	6 (08)	16 (21)
Grade 6										
+					49 (54)	29 (32)	26 (57)	23 (50)	46 (54)	38 (45)
-					34 (37)	31 (34)	17 (37)	4 (09)	32 (38)	31 (36)
0					8 (09)	31 (34)	3 (07)	19 (41)	7 (08)	16 (19)
Grade 7*										
+					71 (64)	74 (67)	25 (78)	25 (78)	49 (70)	42 (60)
-					30 (27)	17 (15)	5 (16)	6 (19)	18 (26)	19 (27)
0					10 (09)	20 (18)	2 (06)	1 (03)	3 (04)	9 (13)
Total										
+	41 (48)	29 (34)	47 (59)	19 (24)	339 (59)	229 (40)	130 (54)	108 (45)	278 (56)	250 (50)
-	38 (44)	25 (29)	25 (31)	39 (49)	161 (28)	176 (31)	90 (37)	52 (22)	184 (37)	156 (31)
0	7 (08)	32 (37)	8 (10)	22 (28)	74 (13)	169 (29)	21 (09)	81 (34)	37 (07)	93 (19)

*Grade 7 pupils attended Memorial Junior High in 1970-71.

Table 34 (continued)

	Memorial		San Diego	
	Ex. n (%)	Unex. n (%)	Ex. n (%)	Unex. n (%)
Grade 8				
+	202 (59)	182 (53)		
-	118 (34)	113 (33)		
0	23 (07)	48 (14)		
Grade 9				
+	146 (48)	104 (35)		
-	133 (44)	162 (54)		
0	22 (08)	35 (11)		
Grade 11				
+			311 (55)	350 (62)
-			202 (36)	112 (20)
0			48 (09)	99 (18)
Grade 12				
+			288 (60)	271 (57)
-			154 (32)	121 (25)
0			37 (08)	87 (18)

services (although lacking adequacy in some areas) to be generally helpful to and needed by pupils. Also, actual unexcused absence and truancy rates of pupils at the secondary level (truancy data was found to approximate unexcused absence figures at all grade levels) increased, rather than decreased as expected.

At the elementary level, where minimal formal counseling services were provided, the majority of pupils either decreased or remained stable in their unexcused absences. However, it was noticed that more unexcused absences were concentrated with less pupils in 1970-71 than in 1969-70.

Objective three, therefore, cannot be defined as attained where the counseling services component of the Inner City Project was most active. There is a possibility, however, that strong PAC-school interaction at the elementary level contributed to the elementary absence decline (see Tables 15, 16 and 17). Because of all the multi-faceted activities and parent groups contributing to the elementary Inner City program, it is impossible to isolate true cause and effect relationships. All that may be inferred is that (1) elementary children did not miss school more for unexcused reasons in 1970-71 than in 1969-70, (2) secondary pupils did show a sharp increase in unexcused absence rates,* and (3) since Objective three relates secondary counseling services to unexcused absence rates, it must be stated that objective three was not attained. The above note concerning the elementary program, however should be kept in mind. Indeed, if parent-school-community interaction is considered the most important of the six measureable objectives by other school agencies, it should be kept uppermost in mind.

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*The increase in unexcused absence rates may possibly be due to better counseling in that these absences went undetected in past years.

Objective four: To provide supplemental health and nutritional services that support physical well-being and vigor so that 75 percent of the designated population will reduce their previous year's absence due to illness by 25-50%.

Although the majority of school personnel thought health absences to be stable or on the decline, and although these same educators thought that the Inner City Project provided services consistent with instruction (see Tables 33, 34, and 35), Tables 31 and 32 indicate that the majority of Inner City youngsters who attended their respective schools in 1969-70 and 1970-71 were absent from school because of health reasons to a greater extent in the third (as opposed to the second) funding year. This is true for four of the five elementary schools and the two secondary schools. With the criteria used to measure Objective four, it may be concluded from the preliminary analysis defined in Tables 31 and 32 that this objective was not attained. In no school, at no grade level, did 50 percent of the defined population reduce their previous year's attendance. The 75% figure cited in Objective 4 was, obviously, also not attained.

Table 35

Perceived Absence Rates of Elementary Pupils for 1970-71 (compared to 1969-70), as Expressed by Inner City Elementary School Personnel*

Percent Response = 50%

	Administrators n (%)	Classroom Teachers n (%)	Auxiliary Teachers n (%)	Community Aides n (%)	Teacher Assistants n (%)	Others** n (%)	Total n (%)
Excused							
Higher than 1969-70		5 (07)				2 (10)	7 (07)
The same as 1969-70	2 (67)	46 (62)			2 (50)	9 (45)	59 (55)
Lower than 1969-70		19 (26)				3 (15)	22 (21)
No response	1 (33)	4 (05)	3 (100)	3 (100)	2 (50)	6 (30)	19 (18)
							107 (101)
Unexcused							
Higher than 1969-70		3 (04)			1 (25)	2 (10)	6 (06)
The same as 1969-70	2 (67)	30 (40)				8 (40)	40 (37)
Lower than 1969-70		30 (40)			1 (25)	2 (10)	33 (31)
No response	1 (33)	11 (15)	3 (100)	3 (100)	2 (50)	8 (40)	28 (26)
							107 (100)

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*Question asked: "In your estimation, has the excused (due to illness) and unexcused (all other) absences of pupils within your classroom increased, decreased or remained the same this year as compared to absence rates within your classroom during the 1969-70 year"?

**Nurses, cadet teachers

Table 36

Extent of Pupil Services Provided by the Inner City Project Staff, as Perceived by Inner City Elementary School Personnel*

Percent Return = 50%

	Administrators n (%)	Classroom Teachers n (%)	Auxiliary Teachers n (%)	Teacher Assistants n (%)	Community Aides n (%)	Other** n (%)	Total n (%)
Services were asked and provided	3 (100)	38 (51)	3 (100)	1 (25)	2 (67)	9 (45)	56 (52)
Services were asked but not provided		2 (03)			1 (33)		3 (03)
Services were not asked		32 (43)		3 (75)		11 (55)	46 (43)
No response		2 (03)					2 (02)
							107 (100)

*Question asked: "In your opinion, has the Inner City Project Staff provided services that were of benefit to you in working with your Inner City pupils"?

**Nurses, cadet teachers

Table 37

Extent of Pupil Services Provided by the Inner City Project Staff,
as Perceived by Inner City Secondary School Personnel*

Percent Return = 48%

	Administrators n (%)	Counselors n (%)	Classroom Teachers n (%)	Teacher Assistants n (%)	Others** n (%)	Total n (%)
Services were asked and provided	6 (100)	13 (72)	56 (47)	9 (22)	11 (61)	95 (47)
Services were asked but not provided			3 (02)			3 (01)
Services were not asked		4 (22)	52 (44)	26 (65)	4 (22)	86 (43)
No response		1 (06)	8 (07)	5 (12)	3 (17)	17 (08)
						201 (100)

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*Question asked: "In your opinion, has the Inner City Project Staff provided services that were of benefit to you in working with your Inner City pupils"?

**Nurses, class-advisors, cadet teachers

Objective five: To increase school staff sensitivity and receptiveness to the problems of pupils and parents so that (a) 50 percent or more of the defined staff members will show positive attitudinal changes (as measured by the Withall Social-Emotional Climate Index) and (b) 75 percent or more of parents responding will report positive attitudes toward the school (as measured by an attitude survey).

Part (b) of Objective five has been briefly discussed with reference to Objective one attainment above. As stated, part (b) of Objective five was achieved at both the elementary and secondary levels. Tables 20 and 21 indicate that over 75% of the parents of elementary pupils returning questionnaires were satisfied with the way in which the schools were educating their children and serving as social agents within the community.

The majority of secondary parents held similar views. In only two instances (San Diego parents commenting on the degree of motivation the school instilled in their children and the school's role within the community) did the degree of stisfaction fall below 75%.

In interviews conducted with a random sample of experienced teachers who had spent substantial time instructing Inner City pupils (see Table 38), 85% of the elementary and 100% of the secondary teachers felt that parent involvement was necessary for instruction and for defining pupil needs.

Elementary teachers also indicated 100% agreement that their pupils had positive attitudes toward school. Only 27% of secondary teachers interviewed expressed the same response. Tables 37 and 38 describe these findings.

When these same teachers were asked to judge the effectiveness of their individual Parent Advisory Councils, the majority of elementary teachers stated they were effective to very effective in providing them with instructional supplies (see Appendix E for a sample of the information packets used by PAC's functioning in this capacity), providing pupils with auxiliary services, and representing the community in matters

Table 38

Descriptive Summary of Experience of Inner City Teachers Interviewed

Statistic	Elementary	Secondary
n	21	22
Mean years experience as a teacher*	9.5	8.4
Median years experience as a teacher*	10.5	7.5
Range years experience as a teacher	2-24	1-25
Mean years assigned to present school	4.6	4.7
Median years assigned to present school	3.2	5.0
Range years assigned to present school	1-15	1-25

*If a teacher taught for more than one semester of a given year, the entire year was used to calculate experience.

Table 39

Worth of Parent Involvement in Assisting Teachers to Define Pupil Needs, as Perceived by Inner City Classroom Teachers

Elementary (n=21)			Secondary (n=22)		
Positive n(%)	Negative n(%)	Undecided n(%)	Positive n(%)	Negative n(%)	Undecided n(%)
18(85)	1(5)	2(10)	22(100)	0(0)	0(0)

Table 40

Definition of Pupil Attitudes Toward School, as Perceived by Inner City Classroom Teachers

Elementary (n=21)			Secondary (n=22)		
Positive n(%)	Negative n(%)	Undecided n(%)	Positive n(%)	Negative n(%)	Undecided n(%)
21(100)	0(0)	0(0)	6(27)	11(50)	5(23)

directly related to the school program. Table 41 presents these details.

In contrast, the majority of secondary teachers felt that their PAC was too distant from them and were able to define effectiveness in only one of four categories. Secondary teachers defined PAC procurement of instructional supplies as effective to very effective, but could not rate PAC activities in the other three categories listed in Table 41 for lack of personal contact. Overall it can be concluded from this and other questions asked in the interviews that the degree of contact between parent and teacher appears to have been substantially less for secondary (as opposed to elementary) teachers in activities within the classroom and in the community.

When the same random sample of teachers used for interview purposes were observed teaching in the classroom during the first and second semester of 1970-71 (with time of day, subject area and grade level considered in the stratified sampling procedures) significantly more elementary teachers substantially increased their "learner centeredness" from the beginning to the end of the school year than did secondary teachers. Tables 42 and 43 support this finding.

It should be noted that, although more elementary teachers were found to increase their "learner centeredness" (as defined by the Withall technique) than secondary teachers, the correlation and mean-median statistics indicate overall stability of the construct being measured for half of the teachers observed.

In other words, it appears that both elementary and secondary "learner centered" teachers continued, in approximately 50% of the cases, to be learner-centered throughout the year. However, in 21 instances where there was substantial increase or decrease in such staff-pupil

Table 41

Effectiveness of Parent Advisory Councils, as Perceived by Classroom Teachers From Inner City Schools

Categories	Elementary (n=21)					Secondary (n=22)				
	Very Effect. n (%)	Effect. n (%)	Ineff. n (%)	Very Ineff. n (%)	No Contact n (%)	Very Effect. n (%)	Effect. n (%)	Ineff. n (%)	Very Ineff. n (%)	No Contact n (%)
1.	12 (57)	3 (14)	3 (14)	0 (0)	3 (14)	8 (36)	5 (23)	0 (0)	0 (0)	9 (41)
2.	12 (57)	4 (19)	2 (10)	0 (0)	3 (14)	4 (18)	6 (27)	0 (0)	0 (0)	12 (55)
3.	5 (24)	4 (19)	3 (14)	1 (5)	8 (38)	2 (9)	2 (9)	1 (5)	0 (0)	17 (77)
4.	9 (43)	5 (24)	3 (14)	1 (5)	3 (14)	8 (36)	0 (0)	1 (5)	0 (0)	13 (59)

Category definitions:

(1) Providing instructional supplies needed by the school.
(2) Providing auxiliary services needed by the pupils.
(3) Assisting you to implement innovative instruction in the classroom.
(4) Representing the community in matters directly related to the school program.

Table 42

1970-71 Inner City Teacher Talk Data

School	Teacher	First Semester Index Score	First Semester Elementary Rank	First Semester Secondary Rank	Second Semester Index Score	Second Semester Elementary Rank	Second Semester Secondary Rank	Index Gain(+) or Loss(-)*
Crockett	1	.26	23	--	Left I.C.	--	--	--
Crockett	2	.29	21	--	.56	14.5	--	(+)
Crockett	3	.43	16	--	.59	12	--	(+)
Burbank	4	.41	17	--	.57	13	--	(+)
Burbank	5	.60	9	--	.56	14.5	--	--
Burbank	6	.56	11	--	.31	20	--	(-)
Sherman	7	.27	22	--	.46	18	--	(+)
Sherman	8	.61	7.5	--	Left Dist.	--	--	--
Sherman	9	.52	14	--	.63	11	--	--
Sherman	10	.34	18	--	.73	7.5	--	(+)
Sherman	11	.74	4	--	.74	6	--	--
Sherman	12	.69	6	--	.71	10	--	--
Sherman	13	.31	20	--	.38	19	--	--
Sherman	14	.50	15	--	.70	9	--	(+)
Lowell	15	.61	7.5	--	.53	17	--	--
Lowell	16	.71	5	--	.83	3	--	--
Lowell	17	.54	13	--	.73	7.5	--	(+)
Lowell	18	.82	2	--	.77	4	--	--
Logan	19	.32	19	--	.54	16	--	(+)
Logan	20	.55	12	--	.85	2	--	(+)
Logan	21	.13	24	--	-.25	21	--	(-)
Logan	22	.57	10	--	Left Dist.	--	--	--
Logan	23	.98	1	--	.94	1	--	--
Logan	24	.75	3	--	.73	5	--	--
Memorial	25	.26	--	18	.40	--	15.5	(+)
Memorial	26	.30	--	17	.17	--	18.5	(-)
Memorial	27	.16	--	21	-.27	--	22	(-)
Memorial	28	.65	--	8	.72	--	4.5	--
Memorial	29	.07	--	22	.06	--	20	--
Memorial	30	.71	--	7	.76	--	2	--
Memorial	31	.74	--	5	.72	--	4.5	--
Memorial	32	.54	--	11	.40	--	15.5	(-)
Memorial	33	.72	--	6	.79	--	1	--
Memorial	34	.54	--	11	.59	--	8	--
Memorial	35	.81	--	2	.68	--	6	(-)
Memorial	36	.53	--	13.5	.54	--	9.5	--
San Diego	37	.80	--	3	.51	--	11	(-)
San Diego	38	.21	--	20	.03	--	21	(-)
San Diego	39	.47	--	15	.38	--	17	--
San Diego	40	.53	--	13.5	.54	--	9.5	--
San Diego	41	.54	--	11	.43	--	14	(-)
San Diego	42	.86	--	1	.75	--	3	(-)
San Diego	43	.76	--	4	.50	--	12	(-)
San Diego	44	.56	--	9	.48	--	13	--
San Diego	45	.22	--	19	.17	--	18.5	--
San Diego	46	.45	--	16	.60	--	7	(+)

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*Based upon substantial gains or losses defined as one standard error of measurement between first and second semester index scores, blocked on elementary and secondary levels. (See Table for detailed analysis and derivation).

Table 43

1970-71 Inner City Teacher Talk Analysis

Descriptive Statistics

	First Semester						Second Semester				
	Σx_1	n_1	Mean	Median	σ_1		ΣX_2	n_2	Mean	Median	σ_2
Elementary	12.51	24	.52	.55	.21	Elementary	12.61	21	.60	.52	.24
Secondary	11.43	22	.52	.54	.23	Secondary	9.44	22	.43	.51	.27
Total	23.94	46	.52	.54		Total	22.51	43	.52	.51	

ρ elementary = 0.62

ρ secondary = 0.80

Standard Errors of Measurement

Elementary $r_{x_1 x_2} = .70$*

Secondary $r_{x_1 x_2} = .86$*

Elementary $s_{meas\,X_1 X_2} = .2432(.55) = .1338 \cong .14$

Secondary $s_{meas\,X_1 X_2} = .2680(.37) = .991 \cong .10$

Substantial Gain/Loss Summary

Elementary	Secondary
10 (+)	2 (+)
2 (-)	9 (-)

Chi Square Analysis

Frequencies

	+	-	Total
Elementary	10	2	12
Secondary	2	9	11
Total	12	11	21

Proportions

	+	-	Total
Elementary	.48	.09	.57
Secondary	.09	.34	.43
Total	.57	.43	1.00

$$\text{Chi Square} = (21)(75.5)^2/17424$$
$$= 6.87$$
$$\text{Chi Square } (1, .01) = 6.64$$

Probability Statement

The probability that the observed gains at the elementary level and losses at the secondary level appeared by chance, when in fact the proportion of gains and losses at the elementary and secondary level were actually equal, is less than one percent.

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*Rank order and product moment correlations were judged sufficiently close to justify applying standard error theory to the data.

Figure 13

Withall Index Score Definition

$$\text{Index Score} = \frac{x_1\ (Y_1) + x_2\ (Y_2) + \dots + x_7\ (Y_7)}{(\sum_{i=1}^{3} x_i/3)\ (\sum_{i=1}^{7} Y_i)}$$

where $x_1, x_2 \dots x_7$ = categorical weightings

and $Y_1, Y_2 \dots Y_7$ = number of teacher statements per category.

Note: Since $x_1 = 3$, $x_2 = 2$, $x_3 = 1$,

$x_4 = 0$, $x_5 = -1$, $x_6 = -2$ and $x_7 = -3$,

the above equation reduces to

$$\text{Index Score} = \frac{3Y_1 + 2Y_2 + \dots - 2Y_6 - 3Y_7}{2\ (\sum_{i=1}^{7} Y_i)}$$

Withall Categories:

(1) Learner-Supportive Statements
(2) Acceptant or clarifying statements
(3) Problem-Structuring Statements
(4) Neutral Statements
(5) Directive Statements
(6) Reproving, Disproving or Disparaging Statements
(7) Teacher-Supportive Statements

Weight Designations:

Categories	Weights
1	3
2	2
3	1
4	0
5	-1
6	-2
7	-3

relations in the classroom, significantly more elementary teachers increased their learner-centeredness, as opposed to secondary teachers.

Also, the survey shows that significantly more secondary teachers increased in teacher-centeredness, when compared to elementary totals. It appears, then, that school staff empathy toward parents and pupils was most evident at the elementary level. Approximately half of the Inner City teaching staff (both elementary and secondary) continued to be moderately learner-centered in the classroom and rated their relationships with PAC members and parents as cooperative and effective. Of the other half, elementary teachers appeared to have had greater contact with parents and became more pupil-centered while secondary teachers were less involved with parents and became more teacher-centered as the 1970-71 school year progressed. Overall, Objective five appears to have been attained, with teachers more receptive to pupil and involved more with parent activities at the elementary rather than at the secondary level.[9]

It should be stressed that the above conclusion says nothing about the teaching competency of teachers used to evaluate this section of the Inner City Program. As W. James Popham stated in the June, 1971 issue of Phi Delta Kappan (pg. 599): "Rating of teaching skill, whether supplied by administrators, pupils or a visiting mother-in-law, are notoriously inaccurate."

There is clear and abundant evidence to suggest that different instructional techniques, such as the pupil-centered inquiry (Socratic) method or the teacher-centered lecture method, can be used to promote identical instructional goals.

The observation technique used to evaluate the extent of Objective five attainment was applied merely to analyze instructional activities and rapport between teacher and pupil. It was not employed to define an index of teaching effectiveness. Any data derived from the Withall measure only describes seven categories of teacher talk. The inference that teacher talk and teacher empathy toward pupils are related was presumed. The inference that teacher talk defines good teaching was not considered.

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[9] This conclusion also should be noted in discussing elementary unexcused absence rate findings.

> Objective seven; (a) To improve the performance of elementary pupils in the basic skills of reading and mathematics so that there will be substantial increases in mean achievement from October to May, 1971, and that 60 percent of such pupils will show a greater gain from October to May, 1971, than from October to May, 1970 (using an acceptable set of achievement tests).
>
> (b) To improve the performance of junior high school pupils so that pupils will improve their reading and mathematics achievement (as measured by the CTBS) to a degree that will approximate one-half the difference between the current profile and the test profile for the district.
>
> (c) To improve the performance of secondary pupils so that the lower 25 percent of the senior high school population will maintain or exceed their previous gain scores in reading and mathematics achievement (as measured by the ITED), and that the rest of the secondary population will maintain the academic levels established in 1969-70.

Objective seven was written assuming that analysis could be accomplished by using the San Diego City Schools pupil data bank and related computer retrieval assistance. This assumption was in error.

As a result, the information used to measure the extent of Objective seven attainment and contained in Tables 44 through 73 had to be secured without computer data processing assistance. This precluded measuring Objective seven exactly as stated. Instead, a comparable tactic was used that (in the judgement of the Inner City Program Evaluator) was equivalent to the analysis originally proposed, and yet allowed hand calculations to be made in place of data bank follow-up of pupil achievement.

The tactic used consisted of isolating all pupils in Inner City schools who had been at their schools for two consecutive years and who had taken appropriate achievement test batteries needed to conduct a two-year longitudinal survey. October 1970 to May, 1971 gains were compared to October, 1969 to May, 1970 gains for these pupils, grouped by grade within schools.

Since the school district changed tests between grade levels, such comparison of yearly gains were made relative to national norms. Thus, pupils in the Inner City Program for two years were isolated and their achievement levels compared internally by calculating if they were gaining or losing their relative position on national norms established during the 1969-70 school year.

The descriptive statistical procedure utilized to measure the extent of objective seven attainment involved mean, median, Q_1 (25 percentile within the group), Q_3 (75 percentile within the group), standard deviation, number of pupils within the groups, and coefficient of skewness statistics. With these measures it was possible to obtain a "statistical picture" of achievement gains or loses that was equally effective in determining the extent of improved performance as was the original technique defined in objective seven, part (a). Parts (b) and (c) were originally written to be used with a descriptive technique and did not need to be altered.

Therefore, instead of determining whether 60% or more of Inner City elementary pupils showed greater gains in 1969-70 than in 1970-71, the following analysis determined (1) whether or not the mean, median, Q_1 and Q_3 score of the grouped pupils gained ground on the comparable norming group figures (%ile rank), (2) how many months of achievement (grade level equivalent) level gain the pupils accomplished relative to themselves, and (3) the degree of high and low score shifts within the group that occurred from 1969-70 to 1970-71.

Interested readers may want to study Tables 44 through 73 in detail.

For those desiring an overall summary of results, the following is given:

Grade one; Tables 44, 45, 46 and 47 indicate that pupils rank favorably with their peers across the nation in reading achievement, but are below expectations in mathematics achievement. The exceptions are Lowell pupils (Table 46), who show highest gains and rankings in mathematics and subnorm levels in reading. This is understandable, since most of these pupils are from Spanish-speaking homes, and Lowell recently intensified their mathematics curriculum. Coefficient of skewness figures indicate a shift in distribution from negative to positive skewness (more pupils with extreme high scores than extreme low scores) at most schools in reading, and mixed skewness patterns in mathematics.

Grade two; Tables 48, 49, 50 and 51 indicate relative stability in reading and mathematics achievement for most pupils. Such levels are below national norms. Exception is at Sherman school where pupils are noticeably improving in reading and mathematics and approximate national norm levels. Pupils at the other schools are falling behind their national peers and, on the average, gain seven months achievement for ten months of instruction.

Grade three; Tables 52, 53, 54, 55, 56 and 57 indicate that (1) word meaning scores declined relative to national norms in two of three schools and academic growth (as measured in G.L.E.) in word meaning was substantially greater in 1969-70 than in 1970-71 within all schools, (2) these pupils also fell further behind their peers in the norming samples from 1969-70 to 1970-71 in tests designed to measure their ability to comprehend paragraph content, (3) arithmetic computation and concept scores also declined in percentile rank, with computation scores showing the largest drop, (4) overall, third grade test scores indicate that less academic growth occurred from 1970-71 than from 1969-70 in reading and mathematics for the majority of Inner City Youngsters. Final 1970-71 scores indicate that these pupils are substantially below national norm groups.

Grade four; Tables 58, 59, 60, 61, 62 and 63 indicate that (1) pupils increased their abilities to comprehend word and paragraph meanings more in 1970-71 than in 1969-70, but such growth was not sufficient to bring such pupils up to national norms, (2) there was general stability in mathematics achievement for the majority of pupils from 1969-70 to 1970-71. The achievement scores during these two years (with the exception of Lowell) were substantially below national averages.

Grade five; Available test scores presented in Tables 64, 65, 66, 67, 68, and 69 indicate increasing achievement levels in reading and mathematics substantially below national norms during testing intervals. Such increases were substantially below the total months instruction given to the pupils from 10/69 to 10/70.

Table 44

Statistical Characteristics of 1970-71 Cooperative Primary Achievement Test Results in Reading and Mathematics for Grade One Pupils at Burbank Elementary School

	Reading Achievement						Mathematics Achievement					
	Pretest*			Posttest*			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.42	1.2	5	27.97	2.0	72	20.37	1.1	2	32.60	1.6	34
Median	13.80	1.3	9	26.83	2.0	69	18.73	1.0	3	32.42	1.6	34
Q_1	6.25	1.0	1	19.25	1.6	30	16.71	1.0	1	26.69	1.3	15
Q_3	17.54	1.5	25	35.50	2.5	89	22.62	1.2	7	38.55	2.0	49
s.	6.44			9.52			5.16			7.48		
n.	96			96			96			96		
S_k**	-.32			.25			.96			.43		

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*Pretest = Cooperative Primary 12B Administered January, 1971.
Posttest = Cooperative Primary 12A Administered May, 1971.
Pretest derived scores (grade equiv. and %ile rank) based upon Spring norms.

S_k = Coefficient of skewness = $\left[(Q_3 - Q_2) - (Q_2 - Q_1)\right] / \left[(Q_3 - Q_1)/2\right]$ using raw scores. For a symmetrical distribution $S_k = 0.00$. Positive S_k indicates positive skewness. Positive skewness, in turn, indicates that the number of extreme high achievement scores is greater than the number of extreme low achievement scores.

Table 45

Statistical Characteristics of 1970-71 Cooperative Primary Achievement

Test Results in Reading and Mathematics for Grade One Pupils at Crockett Elementary School

	Reading Achievement						Mathematics Achievement					
	Pretest*			Posttest*			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	15.66	1.4	20	25.15	1.9	60	24.09	1.1	9	32.57	1.6	34
Median	16.40	1.4	20	23.40	1.8	51	24.00	1.1	9	32.75	1.6	34
Q_1	12.79	1.1	5	17.61	1.5	25	18.47	1.0	2	27.69	1.4	20
Q_3	18.42	1.6	25	31.81	2.2	82	27.81	1.3	16	37.92	2.0	62
s.	4.73			8.65			7.23			7.50		
n.	79			79			79			79		
S_k**	-.57			.37			-.40			.02		

*Pretest = Cooperative Primary 12B administered January, 1971.
Posttest = Cooperative Primary 12A administered May, 1971.
Pretest derived scores (grade equiv. and %ile rank) based upon Spring norms.

S_k = Coefficient of skewness = $\left[(Q_3 - Q_2) - (Q_2 - Q_1)\right] / \left[(Q_3 - Q_1)/2\right]$ using raw scores. For a symmetrical distribution S_k=0.00. Positive S_k indicates positive skewness. Positive skewness, in turn, indicates that the number of extreme high achievement scores is greater than the number of extreme low achievement scores.

Table 46

Statistical Characteristics of 1970-71 Cooperative Primary Achievement Test Results in Reading and Mathematics for Grade One Pupils at Lowell Elementary School

	Reading Achievement						Mathematics Achievement					
	Pretest*			Posttest*			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	11.85	1.1	4	20.19	2.1	25	19.42	1.0	2	37.62	2.0	60
Median	13.83	1.2	7	19.50	1.6	30	17.83	1.0	2	37.50	2.0	60
Q_1	7.00	1.0	1	17.88	1.5	25	13.00	1.0	1	34.00	1.7	40
Q_3	16.66	1.5	19	22.25	1.8	44	25.33	1.3	13	43.25	2.5	81
s.	5.59			4.18			7.95			5.88		
n.	26			26			26			26		
S_k**	-.92			.98			.43			.55		

*Pretest = Cooperative Primary 12B administered January, 1971.
Posttest = Cooperative Primary 12A administered May, 1971.
Pretest derived scores (grade equiv. and %ile rank) based upon Spring norms.

S_k = Coefficient of skewness = $\left[(Q_3 - Q_2) - (Q_2 - Q_1)\right] / \left[(Q_3 - Q_1)/2\right]$ using raw scores. For a symmetrical distribution S_k=0.00. Positive S_k indicates positive skewness. Positive skewness, in turn, indicates that the number of extreme high schievement scores is greater than the number of extreme low achievement scores.

Table 47

Statistical Characteristics of 1970-71 Cooperative Primary Achievement Test Results in Reading and Mathematics for Grade One Pupils at Sherman Elementary School

	Reading Achievement						Mathematics Achievement					
	Pretest*			Posttest*			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	21.49	1.8	55	27.76	2.0	72	28.93	1.4	21	34.63	1.8	44
Median	19.17	1.7	39	24.25	1.8	55	27.28	1.3	17	35.33	1.8	44
Q_1	14.42	1.3	10	18.81	1.6	30	21.42	1.1	4	28.33	1.3	19
Q_3	28.60	2.0	72	37.33	2.5	90	36.00	1.8	49	42.20	2.3	75
s.	10.46			10.39			9.84			9.44		
n.	90			90			90			90		
S_k**	.66			.83			.39			-.02		

*Pretest = Cooperative Primary 12B administered January, 1971.
Posttest = Cooperative Primary 12A Administered May, 1971.
Pretest derived scores (grade equiv. and %ile rank) based upon Spring norms.

S_k= Coefficient of skewness = $\left[(Q_3 - Q_2) - (Q_2 - Q_1)\right] / \left[(Q_3 - Q_1)/2\right]$ using raw scores. For a symmetrical distribution S_k=0.00. Positive S_k indicates positive skewness. Positive skewness, in turn, indicates that the number of extreme high achievement scores is greater than the number of extreme low achievement scores.

Table 48

Longitudinal Survey of End-of-Year Reading and Mathematics Achievement of Second Grade Pupils Enrolled at Burbank School for Two Consecutive Years, as Measured by the Cooperative Primary Tests.

	Reading Achievement						Mathematics Achievement					
		1970*			1971*			1970			1971	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	21.45	1.7	39	20.66	2.2	29	34.43	1.7	40	27.30	2.3	36
Median	20.62	1.7	39	19.88	2.1	25	35.75	1.8	49	26.38	2.3	28
Q_1	17.41	1.5	19	16.15	1.7	12	29.56	1.4	24	22.15	1.8	15
Q_3	24.08	1.8	55	24.25	2.5	40	39.18	2.1	65	31.75	2.9	57
s.	5.77			5.86			6.61			6.87		
n.	53			53			53			53		
S_k	0.08			0.16			-0.57			0.24		

*1970 reading and mathematics group scores obtained from May, 1970 testing using Cooperative Primary 12-A.
1971 reading and mathematics group scores obtained from May, 1971 testing using Cooperative Primary 23-A.

Table 49

Longitudinal Survey of End-of-Year Reading and Mathematics Achievement of Second Grade Pupils Enrolled at Crockett School for Two Consecutive Years, as Measured by the Cooperative Primary Tests.

	Reading Achievement						Mathematics Achievement					
		1970*			1971*			1970			1971	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	23.39	1.8	55	23.63	2.5	40	33.27	1.6	36	27.51	2.4	38
Median	21.50	1.8	44	21.25	2.2	29	32.38	1.5	32	26.94	2.3	38
Q_1	16.29	1.4	14	18.79	2.0	21	28.45	1.3	19	22.65	1.9	18
Q_3	27.75	2.0	72	25.81	2.7	48	38.75	2.1	65	30.11	2.6	45
s.	8.02			7.89			7.20			6.43		
n.	63			63			63			63		
S_k	0.18			0.60			0.47			-0.03		

*1970 reading and mathematics group scores obtained from May, 1970 testing using Cooperative Primary 12-A.
1971 reading and mathematics group scores obtained from May, 1971 testing using Cooperative Primary 23-A.

Table 50

Longitudinal Survey of End-of-Year Reading and Mathematics Achievement of Second Grade Pupils Enrolled at Lowell School for Two Consecutive Years, as Measured by the Cooperative Primary Tests.

	Reading Achievement						Mathematics Achievement					
	1970*			1971*			1970			1971		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	19.23	1.6	30	21.88	2.3	32	34.96	1.8	42	27.35	2.3	41
Median	18.00	1.5	25	23.00	2.4	36	34.50	1.7	40	26.50	2.3	34
Q_1	15.88	1.4	14	20.00	2.1	25	29.00	1.4	29	23.00	1.9	18
Q_3	21.75	1.8	44	25.88	2.7	48	40.00	2.2	70	30.25	2.6	46
s.	4.38			6.55			6.63			6.97		
n.	26			26			26			26		
S_k	0.67			-0.04			0.00			0.07		

*1970 reading and mathematics group scores obtained from May, 1970 testing using Cooperative Primary 12-A.
1971 reading and mathematics group scores obtained from May, 1971 testing using Cooperative Primary 23-A.

Table 51

Longitudinal Survey of End-of-Year Reading and Mathematics Achievement of Second Grade Pupils Enrolled at Sherman School for Two Consecutive Years, as Measured by the Cooperative Primary Tests.

	Reading Achievement						Mathematics Achievement					
		1970*			1971*			1970			1971	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	23.15	1.8	51	28.56	3.0	56	36.23	1.8	49	30.78	2.8	50
Median	22.50	1.8	44	26.38	2.7	48	36.30	1.8	49	28.50	2.4	40
Q_1	18.83	1.6	30	20.06	2.1	25	32.83	1.6	36	24.50	2.0	19
Q_3	27.75	2.0	72	38.08	3.9	82	40.50	2.2	70	38.50	3.5	80
s.	7.04			11.12			6.27			8.93		
n.	60			60			60			60		
S_k	0.58			1.15			0.19			0.86		

*1970 reading and mathematics group scores obtained from May, 1970 testing using Cooperative Primary 12-A.
1971 reading and mathematics group scores obtained from May, 1971 testing using Cooperative Primary 23-A.

Table 52

Longitudinal Survey of Reading Achievement of Third Grade Pupils
Enrolled at Logan School During 1970-71 and Burbank-Crockett Schools in 1969-70,
as Measured by the Stanford Achievement Tests*

	Word Reading (Meaning) 1969-70						Word Meaning 1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	17.76	1.7	18	14.44	2.5	24	15.19	2.6	20	20.54	3.1	22
Median	16.80	1.6	11	14.13	2.5	24	14.88	2.6	20	19.60	3.0	18
Q_1	13.42	1.4	4	10.22	1.9	10	10.63	2.0	8	16.44	2.7	8
Q_3	21.15	1.8	26	17.56	2.8	44	20.31	3.0	44	23.31	3.5	30
s.	6.82			5.18			5.87			6.19		
n.	59			59			59			59		
S_k	0.26			-0.13			0.24			0.16		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 52 (continued)

	Paragraph Meaning 1969-70						Paragraph Meaning 1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	16.03	1.9	36	21.14	2.2	18	22.75	2.4	16	31.56	2.9	14
Median	13.40	1.8	26	20.25	2.1	16	23.33	2.4	16	32.00	2.9	14
Q_1	10.47	1.7	18	14.38	1.8	6	13.45	1.8	4	23.88	2.5	8
Q_3	18.92	2.1	50	26.31	2.5	24	29.56	2.8	32	38.13	3.2	28
s.	7.56			9.54			9.84			11.09		
n.	59			59			59			59		
S_k	0.61			0.03			-0.44			-0.28		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 53

Longitudinal Survey of Reading Achievement of Third Grade Pupils Enrolled at Lowell School During 1970-71 and Burbank-Crockett Schools in 1969-70, as Measured by the Stanford Achievement Tests*

	Word Reading (Meaning) 1969-70						Word Meaning 1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	17.24	1.6	11	16.40	2.7	38	12.56	2.3	12	17.40	2.7	8
Median	17.33	1.6	11	15.00	2.6	30	11.00	2.0	8	17.67	2.7	8
Q_1	14.25	1.5	8	9.63	1.9	10	8.25	1.8	4	12.75	2.3	4
Q_3	19.88	1.7	18	20.08	3.0	56	16.25	2.7	26	22.25	3.3	26
s.	3.94			8.02			6.27			6.46		
n.	25			25			25			25		
S_k	-0.19			-0.05			-0.62			-0.10		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 53 (continued)

	Paragraph Meaning 1969-70						Paragraph Meaning 1970-71					
		Pretest			Posttest			Pretest			Posttest	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.48	1.5	4	17.92	2.0	12	18.32	2.1	10	28.12	2.7	12
Median	11.38	1.5	4	17.25	2.0	12	16.75	2.0	8	28.00	2.7	12
Q_1	7.75	1.4	2	11.13	1.7	4	11.75	1.7	2	18.13	2.0	2
Q_3	16.38	1.6	8	22.25	2.3	22	26.94	2.6	24	37.25	3.2	28
s.	6.09			9.10			8.96			10.11		
n.	25			25			25			25		
S_k	0.32			-0.20			0.68			-0.06		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Pirmary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 54

Longitudinal Survey of Reading Achievement of Third Grade Pupils Enrolled at Sherman School During 1970-71 and Burbank-Crockett Schools in 1969-70, as Measured by the Stanford Achievement Tests*

	Word Reading (Meaning) 1969-70						Word Meaning 1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	17.45	1.6	11	14.64	2.6	30	13.73	2.5	24	17.11	2.7	38
Median	16.00	1.6	11	14.00	2.5	24	8.50	1.8	6	17.50	2.8	44
Q_1	11.50	1.4	4	9.90	1.9	10	12.00	2.1	16	11.75	2.1	16
Q_3	21.50	1.8	26	20.75	3.1	60	19.00	2.9	50	22.50	3.3	66
s.	7.07			6.63			6.26			6.72		
n.	56			56			56			56		
S_k	0.20			0.49			0.67			-0.14		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 54 (continued)

	Paragraph Meaning 1969-70						Paragraph Meaning 1970-71					
		Pretest			Posttest			Pretest			Posttest	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	15.04	1.6	8	21.86	2.3	22	19.96	2.1	10	28.30	2.7	12
Median	11.94	1.5	4	20.50	2.1	16	16.00	1.9	6	26.50	2.6	11
Q_1	9.21	1.4	2	14.50	1.8	6	10.83	1.7	2	18.50	2.0	2
Q_3	20.50	1.7	16	30.50	2.8	44	27.00	2.6	24	37.00	3.2	28
s.	8.73			9.89			11.43			11.91		
n.	56			56			56			56		
S_k	1.03			0.50			0.72			0.27		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 55

Longitudinal Survey of Mathematics Achievement of Third Grade Pupils Enrolled at Logan School During 1970-71 and Burbank-Crockett Schools in 1969-70, as Measured by the Stanford Achievement Tests.*

	1969-70								
	Total Arithmetic			Computation			Concepts		
		Pretest			Posttest			Posttest	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	31.90	1.7	23	18.98	2.7	36	13.14	2.4	24
Median	32.75	1.7	23	18.67	2.7	36	12.00	2.3	16
Q_1	25.08	1.5	11	14.65	2.4	20	9.89	1.9	8
Q_3	40.13	1.9	38	24.13	2.9	50	16.13	2.6	32
s.	10.71			8.14			4.95		
n.	59			59			59		
S_k	-0.04			0.30			0.65		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69. 1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70. Note: Only one score is derivable from this subtest.

Table 55 (continued)

	1970-71											
	Computation						Concepts					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	18.22	2.6	20	26.05	3.0	14	13.37	2.4	16	18.97	2.7	20
Median	20.13	2.7	24	26.75	3.0	14	12.55	2.3	12	18.33	2.7	20
Q_1	11.38	1.9	4	21.88	2.7	6	9.94	1.9	6	12.79	2.3	6
Q_3	23.81	2.9	38	32.63	3.6	32	16.13	2.6	24	24.25	3.2	34
s.	8.42			8.91			5.04			7.93		
n.	59			59			59			59		
S_k	-0.82			0.19			0.96			0.07		

*1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 56

Longitudinal Survey of Mathematics Achievement of Third Grade Pupils Enrolled at Lowell School During 1970-71 and Burbank-Crockett Schools in 1969-70, as Measured by the Stanford Achievement Tests.*

	1969-70								
	Total Arithmetic			Computation			Concepts		
	Raw Score	Pretest Grade Equiv.	%ile Rank	Raw Score	Posttest Grade Equiv.	%ile Rank	Raw Score	Posttest Grade Equiv.	%ile Rank
Mean	34.16	1.7	23	21.32	2.8	44	16.36	2.6	32
Median	35.00	1.7	23	22.00	2.8	44	16.25	2.6	32
Q_1	22.75	1.5	11	17.13	2.6	28	11.25	2.1	10
Q_3	42.75	2.0	44	26.42	3.0	56	21.25	3.1	58
s.	11.18			7.97			5.68		
n.	25			25			25		
S_k	-0.45			-0.10			0.00		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.

Note: Only one score is derivable from this subtest.

Table 56 (continued)

	1970-71											
	Computation						Concepts					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	22.80	2.9	38	30.28	3.3	22	13.16	2.4	16	20.80	3.1	32
Median	21.25	2.8	32	30.75	3.4	24	12.63	2.4	16	19.00	2.9	26
Q_1	18.13	2.6	20	23.92	2.8	10	9.25	1.7	4	12.92	2.4	8
Q_3	26.42	3.0	44	37.25	3.8	44	15.88	2.6	24	28.25	4.1	56
s.	6.65			10.27			5.53			8.29		
n.	25			25			25			25		
S_k	0.50			-0.05			-0.04			0.83		

*1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 57

Longitudinal Survey of Mathematics Achievement of Third Grade Pupils Enrolled at Sherman School During 1970-71 and Burbank-Crockett Schools in 1969-70, as Measured by the Stanford Achievement Tests.*

1969-70

	Total Arithmetic			Computation			Concepts		
	Pretest			Posttest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	31.77	1.7	23	19.25	2.7	36	14.52	2.5	24
Median	31.50	1.7	23	18.50	2.6	28	13.17	2.4	20
Q_1	26.00	1.5	11	14.50	2.3	18	10.00	1.9	8
Q_3	37.50	1.8	30	24.50	2.9	50	19.50	3.0	54
s.	8.40			7.08			5.91		
n.	56			56			56		
S_k	0.09			0.40			0.67		

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*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.

Note: Only one score is derivable from this subtest.

Table 57 (continued)

	1970-71											
	Computation						Concepts					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	17.38	2.6	20	25.64	3.0	14	13.09	2.4	16	18.91	2.7	20
Median	18.17	2.6	20	27.50	3.1	16	11.79	2.3	12	18.00	2.7	20
Q_1	13.50	2.3	11	20.75	2.7	6	9.00	1.7	4	12.50	2.2	4
Q_3	21.83	2.8	32	30.83	3.4	24	16.83	2.7	32	24.50	3.2	34
s.	5.60			7.90			6.23			7.91		
n.	56			56			56			56		
S_k	-0.24			-0.68			0.58			0.17		

*1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 58

Longitudinal Survey of Reading Achievement of Fourth Grade Pupils Enrolled at Logan School For Two Consecutive Years, as Measured by the Stanford Achievement Tests

	Word Meaning*											
	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	14.28	2.5	16	18.28	2.8	11	9.02	3.1	18	12.85	3.6	16
Median	13.17	2.3	12	17.83	2.8	11	8.38	3.0	14	13.10	3.6	16
Q_1	10.25	1.9	6	14.50	2.5	4	5.75	2.7	8	8.50	3.0	6
Q_3	18.00	2.8	34	23.50	3.6	36	12.00	3.5	30	16.70	4.1	30
s.	5.90			5.93			4.86			5.58		
n.	60			60			60			60		
S_k	0.49			0.26			0.32			-0.12		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 58 (continued)

Paragraph Meaning*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	22.20	2.3	14	29.92	2.8	14	15.75	2.8	12	18.70	3.1	10
Median	18.50	2.0	8	29.10	2.7	12	15.00	2.8	12	17.33	2.9	6
Q_1	11.50	1.7	2	20.00	2.2	4	10.83	2.4	5	12.50	2.5	2
Q_3	31.50	2.9	36	39.25	3.3	32	20.83	3.4	28	23.50	3.8	28
s.	12.22			11.28			7.29			8.27		
n.	60			60			60			60		
S_k	0.60			0.25			0.33			0.04		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 59

Longitudinal Survey of Reading Achievement of Fourth Grade Pupils Enrolled at Lowell School For Two Consecutive Years, as Measured by the Stanford Achievement Tests

Word Meaning*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	15.67	2.7	26	19.27	2.9	14	9.21	3.1	18	13.48	3.6	16
Median	15.81	2.7	26	19.43	2.9	14	8.38	3.0	14	14.00	3.7	20
Q_1	12.53	2.3	12	17.13	2.7	8	5.92	2.7	8	9.06	3.1	8
Q_3	17.88	2.8	34	22.08	3.3	26	11.42	3.3	26	16.25	3.9	26
s.	4.18			4.22			4.62			4.58		
n.	33			33			33			33		
S_k	-0.45			0.14			0.21			-0.75		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 59 (continued)

Paragraph Meaning*

	1969-70						1970-71					
		Pretest			Posttest			Pretest			Posttest	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	23.48	2.4	14	30.82	2.9	16	17.21	2.9	16	23.82	3.8	22
Median	25.33	2.5	20	31.33	2.9	16	16.75	2.9	16	23.25	3.7	20
Q_1	16.13	1.9	1	23.92	2.5	8	12.31	2.5	6	19.55	3.2	12
Q_3	30.88	2.9	50	37.38	3.2	28	21.25	3.4	28	27.38	4.1	30
s.	8.65			8.67			6.27			6.01		
n.	33			33			33			33		
S_k	-0.50			-0.20			0.00			0.11		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 60

Longitudinal Survey of Reading Achievement of Fourth Grade Pupils Enrolled
at Sherman School For Two Consecutive Years, as Measured by the Stanford Achievement Tests

Word Meaning*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.76	2.3	12	16.47	2.7	8	9.16	3.1	18	12.27	3.5	14
Median	11.35	2.0	8	15.67	2.7	8	8.43	3.0	14	11.33	3.3	11
Q_1	9.96	1.9	6	12.13	2.1	2	6.25	2.7	8	8.68	3.1	8
Q_3	15.69	2.7	26	20.88	3.1	22	11.88	3.5	30	14.25	3.7	20
s.	4.91			6.00			4.82			5.11		
n.	49			49			49			49		
S_k	1.05			0.38			0.45			0.10		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 60 (continued)

Paragraph Meaning*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	19.06	2.1	10	28.02	2.7	12	17.47	2.9	16	21.45	3.4	14
Median	15.63	1.9	6	28.00	2.7	12	17.00	2.9	16	20.13	3.2	11
Q_1	11.13	1.7	2	19.75	2.2	4	12.58	2.6	8	15.13	2.8	8
Q_3	25.25	2.5	20	35.25	3.1	23	21.69	3.6	32	26.88	4.1	28
s.	10.21			10.40			7.15			8.46		
n.	49			49			49			49		
S_k	0.73			-0.13			0.06			0.30		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 61

Longitudinal Survey of Mathematics Achievement of Fourth Grade Pupils Enrolled at Logan School For Two Consecutive Years, as Measured by the Stanford Achievement Tests

Computation*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	16.47	2.5	14	24.83	2.9	11	7.25	2.9	8	10.52	3.6	10
Median	16.50	2.5	14	24.67	2.9	11	6.67	2.9	8	10.30	3.5	8
Q_1	11.83	2.0	6	17.00	2.4	4	4.36	2.2	2	5.67	2.7	2
Q_3	21.25	2.8	32	33.75	3.6	32	10.00	3.5	22	13.83	3.9	18
s.	7.49			9.50			3.65			4.97		
n.	60			60			60			60		
S_k	0.00			0.21			0.36			-0.27		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 61 (continued)

Concepts*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.70	2.4	16	17.02	2.6	14	7.98	2.7	14	9.32	3.0	10
Median	10.25	1.9	6	14.75	2.5	10	7.33	2.5	10	8.50	2.7	6
Q_1	8.13	1.6	2	10.83	2.1	3	5.88	2.3	6	5.83	2.3	2
Q_3	15.25	2.6	24	23.50	3.2	34	9.70	3.3	26	11.25	3.6	18
s.	6.25			8.39			3.28			4.54		
n.	60			60			60			60		
S_k	0.81			0.75			0.48			0.00		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 62

Longitudinal Survey of Mathematics Achievement of Fourth Grade Pupils Enrolled at Lowell School For Two Consecutive Years, as Measured by the Stanford Achievement Tests

Computation*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	22.15	2.8	32	33.00	3.6	32	9.85	3.5	22	15.15	4.0	20
Median	21.88	2.8	32	35.00	3.7	40	9.27	3.3	16	14.67	4.0	20
Q_1	18.55	2.7	24	27.52	3.1	16	8.52	3.3	16	11.68	3.7	12
Q_3	25.42	3.0	44	39.38	3.9	50	12.88	3.8	40	18.38	4.4	32
s.	4.72			9.41			4.13			5.98		
n.	33			33			33			33		
S_k	0.06			-0.47			1.13			0.21		

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*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 62 (continued)

Concepts*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.06	2.3	12	21.00	2.9	26	10.06	3.3	26	13.70	4.6	42
Median	12.00	2.3	12	22.00	3.0	28	10.88	3.6	34	13.33	4.3	32
Q_1	8.63	1.7	4	15.25	2.5	10	7.92	2.7	14	8.58	3.0	10
Q_3	15.38	2.6	24	25.88	3.4	42	12.65	4.3	54	18.25	5.4	64
s.	4.16			6.33			3.77			5.37		
n.	33			33			33			33		
S_k	0.00			-0.54			0.50			0.04		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 63

Longitudinal Survey of Mathematics Achievement of Fourth Grade Pupils Enrolled at Sherman School for Two Consecutive Years, as Measured by the Stanford Achievement Tests

Computation*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	14.92	2.4	12	23.35	2.8	10	8.82	3.3	16	13.43	3.8	16
Median	13.75	2.3	11	22.75	2.8	10	8.20	3.1	11	12.56	3.8	16
Q_1	10.31	1.9	4	16.63	2.4	4	5.38	2.5	4	9.06	3.3	6
Q_3	19.75	2.7	24	29.25	3.2	20	11.88	3.7	34	17.75	4.4	32
s.	6.57			10.43			4.27			5.56		
n.	49			49			49			49		
S_k	0.54			0.06			0.26			0.39		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 63 (continued)

Concepts*

	1969-70						1970-71					
		Pretest			Postest			Pretest			Posttest	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.84	2.4	16	17.45	2.6	14	7.92	2.7	14	11.02	3.6	18
Median	11.00	2.1	8	15.33	2.5	10	7.20	2.5	10	9.00	3.0	10
Q_1	9.15	1.7	4	11.31	2.1	3	4.95	2.2	5	6.75	2.5	4
Q_3	15.42	2.6	24	21.88	3.0	28	10.94	3.6	34	13.38	4.3	32
s.	5.27			8.29			4.35			6.16		
n.	49			49			49			49		
S_k	0.78			0.48			0.16			0.64		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 64

Longitudinal Survey of Mathematics Achievement of Fifth Grade Pupils Enrolled at Logan School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Computation* 1969-70						Computation* 1970			Concepts* 1969-70						Concepts* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	8.16	3.1	11	10.98	3.6	10	24.00	4.2	23	7.12	2.5	10	8.63	3.0	4	13.37	3.8	26
Median	7.43	2.9	8	10.60	3.6	10	24.00	4.2	23	7.20	2.5	10	8.08	2.7	6	12.75	3.1	24
Q_1	5.08	2.5	10	8.75	3.3	6	18.25	3.6	11	5.38	2.2	5	6.44	2.3	2	9.08	2.6	10
Q_3	10.75	3.6	28	13.31	3.8	16	29.25	4.7	38	9.31	3.0	22	10.75	3.6	12	16.63	4.7	39
s.	3.95			3.51			7.52			2.89			3.02			5.08		
n.	43			43			43			43			43			43		
S_k	.34			.38			-.09			.10			.24			.06		

*1969-70 Computation scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1969-70 Concepts scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1970 Computation and Concepts scores obtained from the Comprehensive Tests of Basic Skills II(Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in Fall, 1971.

Table 65

Longitudinal Survey of Mathematics Achievement of Fifth Grade Pupils Enrolled at Sherman School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Computation* 1969-70						Computation* 1970			Concepts* 1969-70						Concepts* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	6.44	2.7	6	11.76	3.7	12	19.57	3.8	13	6.78	2.5	10	8.49	3.0	10	14.24	4.0	29
Median	6.57	2.9	8	12.00	3.7	12	20.25	3.8	15	6.63	2.5	10	8.00	2.7	6	14.88	4.2	31
Q_1	3.88	2.2	2	7.56	3.1	4	14.92	3.3	6	4.92	2.2	5	6.56	2.5	4	11.25	2.8	18
Q_3	8.25	3.1	11	15.19	4.0	20	23.65	4.2	23	9.19	3.0	22	10.46	3.3	12	16.47	4.6	39
s.	3.25			4.47			5.21			2.52			3.13			4.59		
n.	41			41			41			41			41			41		
S_k	-.46			-.33			-.44			.40			.26			.78		

*1969-70 Computation scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1969-70 Concepts scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1970 Computation and Concepts scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in Fall, 1971.

Table 66

Longitudinal Survey of Mathematics Achievement of Fifth Grade Pupils Enrolled at Lowell School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Computation* 1969-70						Computation* 1970			Concepts* 1969-70						Concepts* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	11.69	3.7	34	16.27	4.1	24	28.38	4.6	35	8.54	3.0	22	12.62	4.3	32	15.65	4.5	35
Median	12.90	3.8	40	14.50	4.0	20	28.00	4.6	34	8.90	3.0	22	10.83	3.6	18	15.00	4.2	32
Q_1	7.00	2.9	8	12.00	3.7	12	22.00	4.0	18	6.00	2.3	6	8.00	2.7	6	11.00	3.4	17
Q_3	15.67	4.1	50	21.75	4.9	49	36.00	5.4	65	10.63	3.6	34	17.88	5.4	64	20.67	5.6	59
s.	5.03			6.98			7.76			3.37			5.58			5.49		
n.	26			26			26			26			26			26		
S_k	.72			.98			.33			.51			1.04			.35		

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*1969-70 Computation scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1969-70 Concepts scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1970 Computation and Concepts scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in Fall, 1971.

Table 67

Longitudinal Survey of Reading Achievement of Fifth Grade Pupils Enrolled at Logan School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Word Meaning* 1969-70						Vocabulary* 1970			Paragraph Meaning* 1969-70						Comprehension* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	11.33	3.3	26	14.35	3.7	20	19.81	4.2	30	21.05	3.4	28	22.60	3.7	20	19.44	3.7	27
Median	11.88	3.5	30	15.25	3.8	23	20.75	4.3	33	20.88	3.4	28	22.80	3.7	20	17.67	3.9	25
Q_1	7.65	3.0	14	9.38	3.1	8	15.25	3.5	19	16.42	2.8	12	15.25	2.8	5	13.19	3.2	12
Q_3	14.58	3.8	44	18.63	4.6	42	24.56	5.0	46	24.75	3.9	44	28.13	4.2	34	24.75	5.0	40
s.	5.08			5.99			6.64			6.80			8.33			3.95		
n.	43			43			43			43			43			43		
S_k	-0.44			-0.54			-0.36			-0.14			-0.34			0.45		

*Word Meaning scores obtained from the Stanford Intermediate I (W) administered as pretest 10/69 and posttest 5/70.
Vocabulary scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.
Paragraph meaning scores obtained from the Stanford Intermediate I (W) administered as pretest 10/69 and posttest 5/70.
Comprehension scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in the Fall, 1971.

Table 68

Longitudinal Survey of Reading Achievement of Fifth Grade Pupils Enrolled at Lowell School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Word Meaning* 1969-70						Vocabulary* 1970			Paragraph Meaning* 1969-70						Comprehension* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	8.96	3.1	18	13.54	3.7	20	18.73	4.0	27	17.04	2.9	16	22.04	3.6	18	21.77	4.5	32
Median	8.50	3.1	18	12.50	3.6	16	18.50	3.9	27	15.50	2.8	12	21.50	3.6	18	21.17	4.3	35
Q_1	5.75	2.7	8	8.75	3.1	8	15.00	3.5	18	13.25	2.6	8	15.88	2.8	5	15.25	3.5	17
Q_3	11.33	3.3	26	17.33	4.1	30	21.75	4.5	36	19.00	3.1	22	27.00	4.1	30	26.00	5.1	44
s.	4.97			5.71			5.98			6.19			8.16			7.30		
n.	26			26			26			26			26			26		
S_k	0.03			0.25			-0.07			0.78			-0.21			-.20		

*Word Meaning scores obtained from the Stanford Intermediate I (W) administered as pretest 10/69 and posttest 5/70.
Vocabulary scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.
Paragraph meaning scores obtained from the Stanford Intermediate I(W) administered as pretest 10/69 and posttest 5/70.
Comprehension scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in the Fall, 1971.

Table 69

Longitudinal Survey of Reading Achievement of Fifth Grade Pupils Enrolled at Sherman School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Word Meaning* 1969-70						Vocabulary* 1970			Paragraph Meaning* 1969-70						Comprehension* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	8.10	3.0	14	10.50	3.2	10	17.90	3.9	24	14.80	2.8	12	19.98	3.2	10	20.83	4.0	33
Median	7.75	3.0	14	10.20	3.2	10	18.00	3.9	25	14.25	2.7	11	18.67	3.1	8	21.00	4.0	34
Q_1	5.88	2.7	8	7.82	3.0	6	14.81	3.5	17	7.25	2.1	1	14.56	2.8	3	15.75	3.4	18
Q_3	10.42	3.2	22	14.65	3.8	23	22.19	4.5	38	18.25	3.0	14	24.19	3.8	23	26.69	4.8	46
s.	3.07			3.90			5.42			6.30			6.78			7.0		
n.	41			41			41			41			41			41		
S_k	0.33			0.61			0.27			-0.55			0.29			0.08		

*Word Meaning scores obtained from the Stanford Intermediate I (W) administered as pretest 10/69 and posttest 5/70.
Vocabulary scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.
Paragraph meaning scores obtained from the Stanford Intermediate I (W) administered as pretest 10/69 and posttest 5/70.
Comprehension scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in the Fall, 1971.

Table 70

Statistical Characteristics of 1970-71 Comprehensive Tests of Basic Skills Scores in Reading, Language, and Mathematics Achievement for Sixth Grade Pupils Enrolled at Lowell School for Two Consecutive Years

	Total Reading*						Total Language*						Total Arithmetic*					
	Pretest			Posttest			Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	46.64	6.7	60	44.59	6.5	47	50.18	7.0	65	51.63	7.3	60	55.86	6.8	65	60.95	7.3	61
Median	46.50	6.7	58	43.50	6.4	45	54.00	7.6	74	52.25	7.3	60	57.50	7.0	69	59.50	7.1	59
Q_1	37.67	5.7	43	37.75	5.7	34	48.00	6.7	60	44.00	6.1	41	45.00	5.8	44	50.75	6.4	44
Q_3	57.00	8.0	79	55.67	7.8	69	57.25	8.2	79	62.00	9.3	82	65.00	7.7	80	78.00	8.9	87
s.	12.00			13.07			11.18			12.94			14.11			17.44		
n.	22			22			22			22			22			22		
S_k	0.17			0.72			0.67			0.06			-1.54			-0.04		

*Pretest scores based upon CTBS, Level 2 (form Q) administered October, 1970.
Posttest scores based upon CTBS, Level 2 (form Q) administered May, 1971.

Table 71

Statistical Characteristics of 1970-71 Comprehensive Tests of Basic Skills Scores in Reading, Language, and Mathematics Achievement for Sixth Grade Pupils Enrolled at Logan School for Two Consecutive Years

	Total Reading*						Total Language*						Total Arithmetic*					
	Pretest			Posttest			Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	44.55	6.5	56	48.15	6.9	53							54.38	6.6	62	61.70	7.4	63
Median	43.00	6.3	53	49.13	6.9	55	School failed to test, using						56.00	6.8	65	61.25	7.3	61
Q_1	33.58	5.2	35	38.54	5.8	36	the CTBS, Language Subtests						41.92	5.5	39	48.75	6.2	40
Q_3	55.38	7.7	76	58.38	8.1	72							65.08	7.7	80	74.88	8.6	84
s.	13.88			14.86									15.20			15.71		
n.	73			73									73			73		
S_k	-0.20			-0.19									-0.43			0.06		

*Pretest scores based upon CTBS, Level 2 (form Q) administered October, 1970.
Posttest scores based upon CTBS, Level 2 (form Q) administered May, 1971.

Table 72

Statistical Characteristics of 1970-71 Comprehensive Tests of Basic Skills Scores in
Reading, Language, and Mathematics Achievement for Sixth Grade Pupils Enrolled at Sherman School
for Two Consecutive Years

	Total Reading*						Total Language*						Total Arithmetic*					
	Pretest			Posttest			Prestst			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	47.76	6.9	63	53.33	7.4	63	47.64	6.1	60	52.75	7.4	62	59.71	7.2	72	66.09	7.7	70
Median	47.13	6.7	60	51.00	7.2	59	49.00	6.2	62	53.88	7.5	65	61.75	7.3	75	69.00	8.0	75
Q_1	34.38	5.2	35	43.42	6.3	43	40.75	5.4	44	43.25	6.0	39	47.08	6.0	49	53.25	6.5	47
Q_3	60.75	8.6	85	66.75	9.6	88	54.63	6.7	75	66.13	10.2	89	73.13	8.4	89	79.63	9.0	90
s.	15.41			15.82			12.89			15.38			16.28			16.42		
n.	55			55			55			55			55			55		
S_k	0.07			-0.22			-0.38			-0.14			-0.26			-0.39		

*Pretest scores based upon CTBS, Level 2 (form Q) administered October, 1970.
Posttest scores based upon CTBS, Level 2 (form Q) administered May, 1971.

Table 73

Statistical Characteristics of Eighth Grade Reading Achievement, as Measured by the CTBS Reading Subtests

Grade 8 CTBS Subtest Scores (level 3, form Q)	Pretest Statistical Screen Administration Date: 10/26/70-11/2/70				Post-test Statistical Screen Administration Date: 4/26/71-5/3/71			
	Raw Score	G.L.E.	%ile Rank	Scale Score	Raw Score	G.L.E.	%ile Rank	Scale Score
Vocabulary								
Mean	18.20	6.0	21	465	20.08	6.6	23	480
Median	17.22	5.8	19	458	19.30	6.4	20	472
Q_1	12.11	4.6	8	414	13.55	5.1	10	433
Q_3	23.25	7.1	35	502	25.91	7.9	40	524
s.	7.59				7.95			
n	290				290			
Comprehension								
Mean	19.90	5.1	17	455	21.86	5.6	19	472
Median	18.56	4.9	15	447	21.07	5.4	17	463
Q_1	13.74	3.9	7	403	14.47	3.9	10	403
Q_3	25.76	6.8	34	507	28.04	7.3	47	525
s.	8.09				8.71			
n	290				290			
Total Reading								
Mean	38.00	5.7	18	455	41.87	6.2	19	471
Median	35.50	5.4	16	447	39.50	5.9	16	463
Q_1	26.05	4.2	6	398	29.84	4.8	8	421
Q_3	47.86	6.9	32	496	53.83	7.7	36	521
s.	14.51				15.37			
n	290				290			

Table 74

Statistical Characteristics of Eighth Grade Mathematics Achievement, as Measured by the CTBS Mathematics Subtests

Grade 8 CTBS Subtest Scores (level 3, form Q)	Pretest Statistical Screen Administration Date: 10/26/70-11/2/70				Post-test Statistical Screen Administration Date: 4/26/71-5/3/71			
	Raw Score	G.L.E.	%ile Rank	Scale Score	Raw Score	G.L.E.	%ile Rank	Scale Score
Computation								
Mean	22.80	6.0	20	454	25.04	6.3	20	466
Median	21.28	5.7	16	441	23.05	6.0	16	454
Q_1	16.23	4.7	7	400	17.46	5.0	7	400
Q_3	28.04	6.8	32	484	31.75	7.6	35	484
s.	9.06				10.07			
n	262				262			
Concepts								
Mean	14.33	5.9	20	452	16.00	6.8	23	472
Median	14.18	5.9	20	452	15.42	6.5	20	462
Q_1	10.25	4.5	8	404	11.86	5.4	11	430
Q_3	17.41	6.9	31	482	20.34	8.0	40	514
s.	5.19				5.84			
n	262				262			
Application								
Mean	8.66	5.9	21	464	9.88	6.5	24	478
Median	7.84	5.4	13	449	9.08	6.1	20	464
Q_1	5.65	4.5	9	414	6.55	5.3	12	433
Q_3	11.38	6.6	31	492	13.33	7.9	40	519
s.	4.14				4.42			
n	265				265			
Total								
Mean	45.87	5.9	19	449	50.50	6.3	18	465
Median	42.00	5.5	15	435	46.93	6.0	15	452
Q_1	33.11	4.6	7	399	36.44	5.0	7	412
Q_3	58.42	7.0	33	486	63.42	7.5	32	501
s.	16.53				18.07			
n	262				262			

Table 75.

SAN DIEGO CITY SCHOOLS
TESTING AND EVALUATION SERVICES

MEMORIAL JUNIOR HIGH SCHOOL
GRADE 8

COMPREHENSIVE TESTS OF BASIC SKILLS, FORM Q, LEVEL 3, ARITHMETIC COMPUTATION
CURRENT RETARDATION REDUCTION AND DESIRED PROFILES
NOVEMBER, 1970

RAW SCORE INTERVALS	CURRENT GR. 8 DISTRIBUTION		20% RETARDATION REDUCTION		25% RETARDATION REDUCTION		30% RETARDATION REDUCTION		45% RETARDATION REDUCTION		50% RETARDATION REDUCTION		55% RETARDATION REDUCTION		75% RETARDATION REDUCTION		95% RETARDATION REDUCTION		DESIRED DISTRIBUTION*	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-3	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
4-6	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
7-9	15	4.2	12	3.4	12	3.4	11	3.1	9	2.5	8	2.2	8	2.2	5	1.4	3	.8	2	.6
10-12	26	7.3	21	5.9	20	5.6	19	5.3	16	4.5	14	3.9	13	3.6	9	2.5	4	1.1	3	.8
13-15	47	13.1	39	10.9	37	10.4	35	9.8	29	8.1	27	7.6	25	7.0	17	4.8	9	2.5	7	2.0
16-18	60	16.8	50	14.0	47	13.1	45	12.6	37	10.3	35	9.8	32	9.0	22	6.2	13	3.6	10	2.8
19-21	45	12.6	39	10.9	38	10.6	36	10.1	32	9.0	30	8.4	29	8.1	23	6.4	17	4.8	16	4.5
22-24	43	12.0	38	10.7	37	10.4	36	10.1	32	9.0	30	8.4	29	8.1	24	6.7	19	5.3	18	5.0
25-27	42	11.8	38	10.7	37	10.4	36	10.1	33	9.3	31	8.7	30	8.4	26	7.3	22	6.2	21	5.9
28-30	24	6.7	24	6.7	24	6.7	24	6.7	24	6.7	25	7.0	25	7.0	25	7.0	25	7.0	25	7.0
31-33	15	4.2	17	4.8	17	4.8	18	5.0	19	5.3	20	5.6	21	5.9	23	6.4	25	7.0	25	7.0
34-36	6	1.7	8	2.2	9	2.5	9	2.5	11	3.1	11	3.1	12	3.4	14	3.9	16	4.5	16	4.5
37-39	15	4.2	18	5.0	18	5.0	19	5.3	21	5.9	22	6.2	22	6.2	25	7.0	27	7.6	28	7.8
40-42	12	3.4	18	5.0	20	5.6	21	5.9	26	7.3	28	7.8	29	8.1	35	9.8	41	11.5	43	12.0
43-45	7	2.0	18	5.0	20	5.6	23	6.5	31	8.7	34	9.5	36	10.1	47	13.2	57	16.0	60	16.8
46-48	0	--	17	4.8	21	5.9	25	7.0	37	10.3	42	11.8	46	12.9	62	17.4	79	22.1	83	23.3
TOTAL	357		357		357		357		357		357		357		357		357		357	
MEAN		20.65		24.92		25.58		26.31		28.49		29.39		30.02		32.93		35.79		36.55
S.D.		8.40		10.72		11.05		11.31		11.83		11.90		11.93		11.59		10.54		10.08

* SPRING NORMS
6/15/71 BT

Table 76

SAN DIEGO CITY SCHOOLS
TESTING AND EVALUATION SERVICES

MEMORIAL JUNIOR HIGH SCHOOL
GRADE 8

Comprehensive Tests of Basic Skills, Vocabulary
Current Retardation Reduction and Desired Profiles
April, 1971

Raw Score Intervals	Current Gr. 8 Distribution		20% Retardation Reduction		25% Retardation Reduction		30% Retardation Reduction		45% Retardation Reduction		50% Retardation Reduction		55% Retardation Reduction		75% Retardation Reduction		95% Retardation Reduction		Desired Distribution	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-3	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
4-6	11	3.7	9	3.0	9	3.0	8	2.7	7	2.3	6	2.0	6	2.0	4	1.3	2	0.6	2	.7
7-9	29	9.7	24	8.1	23	7.7	22	7.4	19	6.4	17	5.7	16	5.3	12	4.0	7	2.3	6	2.0
10-12	40	13.4	34	11.4	33	11.1	31	10.4	27	9.1	25	8.4	24	8.1	18	6.0	13	4.4	11	3.7
13-15	38	12.8	33	11.1	32	10.4	31	10.4	28	9.4	27	9.1	25	8.4	21	7.0	16	5.3	15	5.0
16-18	46	15.4	41	13.8	39	13.1	38	12.8	34	11.4	32	10.7	31	10.4	26	8.7	20	6.7	19	6.4
19-21	31	10.4	29	9.7	29	9.7	28	9.4	27	9.1	26	8.7	26	8.7	24	8.1	22	7.4	22	7.4
22-24	44	14.8	41	13 8	40	13.4	40	13.4	37	12.4	37	12.4	36	12.1	33	11.1	30	10.1	29	9.7
25-27	21	7.1	23	7.7	24	8.1	24	8.1	25	8.4	26	8.7	27	9.1	28	9.4	31	10.4	31	10.4
28-30	18	6.0	22	7.4	22	7.4	23	7.7	25	8.4	27	9.1	28	9.4	31	10.4	34	11.4	35	11.9
31-33	9	3.0	15	5.0	16	5.3	18	6.0	22	7.4	24	8.1	25	8.4	31	10.4	37	12.4	38	12.8
34-36	6	2.0	13	4.4	15	5.0	17	5.7	22	7.4	24	8.1	26	8.7	33	11.1	40	13.4	42	14.1
37-39	5	1.7	12	4.0	14	4.7	16	5.3	21	7.0	23	7.7	24	8.1	31	10.4	38	12.8	40	13.4
40	00	--	2	0.7	2	0.7	2	0.7	4	1.3	4	1.3	4	1.3	6	2.0	8	2.7	8	2.7
Total	298		298		298		298		298		298		298		298		298		298	
Mean	18.22		20.13		20.52		21.03		22.32		22.94		23.30		25.10		26.92		27.40	
S.D.	7.69		8.70		8.87		8.99		9.34		9.32		9.33		9.24		8.73		8.57	

Table 77

SAN DIEGC CITY SCHOOLS
TESTING AND EVALUATION SERVICES

MEMCRIAL JUNIOR HIGH SCHOOL
GRADE 8

COMPREHENSIVE TESTS OF BASIC SKILLS, LEVEL 3, FORM Q, READING COMPREHENSION
CURRENT RETARDATION REDUCTION AND DESIRED PROFILES
NOVEMBER, 1970

RAW SCORE INTERVALS	CURRENT GR. 8 DISTRIBUTION		20% RETARDATION REDUCTION		25% RETARDATION REDUCTION		30% RETARCATION REDUCTION		45% RETARDATION REDUCTION		50% RETARDATION REDUCTION		55% RETARDATION REDUCTION		75% RETARDATION PEDUCTION		95% RETARDATION REDUCTION		DESIRED DISTRIBUTION*	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-3	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
4-6	9	2.4	7	1.9	7	1.9	5	1.3	5	1.3	4	1.1	4	1.1	2	.5	1	.3	0	--
7-9	26	6.9	21	5.5	20	5.3	19	5.0	16	4.2	14	3.7	13	3.4	9	2.4	4	1.1	3	.8
10-12	48	12.7	40	10.5	38	10.0	36	9.5	30	7.9	28	7.4	26	6.9	18	4.7	10	2.6	8	2.1
13-15	61	16.1	51	13.5	49	12.9	46	12.1	39	10.3	36	9.5	34	9.0	24	6.3	14	3.7	12	3.2
16-18	54	14.2	47	12.4	44	11.6	43	11.4	37	9.8	35	9.2	33	8.7	26	6.9	18	4.7	16	4.2
19-21	43	11.3	38	10.0	37	9.8	36	9.5	32	8.4	31	8.2	31	8.2	26	6.9	21	5.5	20	5.3
22-24	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2
25-27	43	11.3	40	10.5	39	10.3	38	10.0	36	9.5	35	9.2	34	9.0	31	8.2	28	7.4	27	7.1
28-30	18	4.8	23	6.1	24	6.3	26	6.9	29	7.7	31	8.2	32	8.4	37	9.8	42	11.1	43	11.3
31-33	22	5.8	29	7.7	31	8.2	33	8.7	38	10.0	40	10.6	42	11.1	49	12.9	56	14.8	58	15.3
34-36	13	3.4	22	5.8	24	6.3	26	6.9	32	8.4	35	9.2	37	9.7	45	11.9	54	14.2	56	14.8
37-39	6	1.6	15	4.0	17	4.5	19	5.0	26	6.9	26	7.4	30	7.9	39	10.3	48	12.7	50	13.2
40-42	1	.3	8	2.1	10	2.6	12	3.2	17	4.5	19	5.0	20	5.3	27	7.1	34	9.0	36	9.5
43-45	0	--	3	.8	4	1.1	5	1.3	7	1.9	8	2.1	8	2.1	11	2.9	14	3.7	15	4.0
TOTAL	379		379		379		379		379		379		379		379		379		379	
MEAN	19.22		21.52		22.07		22.73		24.30		24.99		25.42		27.65		29.91		30.63	
S.D.	7.94		9.20		9.45		9.57		9.90		9.90		9.87		9.56		8.69		8.46	

* SPRING NORMS
6/15/71 BT

Table 78

Statistical Characteristics of ITED* Scores of Grade 10 Pupils for Two Consecutive Years

	October, 1969		November, 1970	
	Reading Percentile Rank**	Mathematics Percentile Rank	Reading Percentile Rank	Mathematics Percentile Rank
Mean	56	47	50	46
Median	43	40	43	39
Q_1	23	20	18	26
Q_3	69	64	66	64
s	7.03	5.21	7.13	4.94
n	636	636	557	557

* ITED = Iowa Tests of Educational Development (Form Y4).
** Mid-percentile interval score.

Table 79

Statistical Characteristics of ITED* Scores of Grade 12 Pupils for Two Consecutive Years

	October, 1969		November, 1970	
	Reading Percentile Rank**	Mathematics Percentile Rank	Reading Percentile Rank	Mathematics Percentile Rank
Mean	50	50	48	48
Median	46	48	44	46
Q_1	24	20	24	18
Q_3	68	70	68	70
s	9.96	6.65	9.54	6.90
n	641	641	504	504

* ITED = Iowa Tests of Educational Development (Form Y4).

** Mid-percentile interval score.

Grade six; Available test scores presented in Tables 70, 71, and 72 indicate impressive growth comparable to national norm expectations from 10/70 to 5/71 in reading, language and arithmetic achievement. Coefficient of skewness indices show variable shifts within distributions, but such shifts were of minimal extent.

Grade eight; Tables 73, 74, 75, 76, and 77 indicate that pupils did not improve their reading and mathematics achievement to a degree that would approximate one-half the difference between the current profile and the test profile of the district. In depth analysis further shows that greater instruction gain occurred with high achievers compared to low achievers in reading comprehension and arithmetic computation.

Grade ten; Table 78 indicates that the lower 25 percent of the pupils improved their relative norm positions in mathematics but declined in reading achievement from 1969 to 1970.

Grade twelve; Table 79 indicates that the lower 25 percent of the pupils remained approximately stable in their relative norm positions in reading and mathematics from 1969 to 1970.

As a general concluding statement, it may be stated that the longitudinal survey of achievement considered above indicates that pupils are achieving close to national norms in reading and mathematics competency areas at grades one, six, ten and twelve. At grades three and four where a measure of achievement growth gains from 1969-70 to 1970-71 was available, analysis further indicated that 1970-71 gains equalled or exceeded 1969-70 gains at grade three in word meaning and grade four in word meaning, arithmetic computation, and arithmetic concepts.

A decline in achievement gains were found at grade three in paragraph meaning, arithmetic computation and arithmetic concepts. Unfortunately, because of the varied ESEA testing schedule established by the San Diego City Schools, a complete analysis of achievement growth gains could not be made at the other grade levels. Considering objective seven, it may be concluded from the above discussion that only part (c) was achieved.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

It may be appropriate at this time to briefly define priorities. As originally written, the first year Inner City Program was planned to:

(1) involve parents, community, and school personnel,

(2) provide pre-kindergarten services,

(3) provide para-professional and certificated personnel,

(4) provide ESL/Bilingual instruction,

(5) provide supplemental counseling services,

(6) provide curricular materials and in-service education,

(7) to evaluate first year activities.

The emphasis, then, during the first year was parent-school-community involvement and the planning, as well as, the providing of services defined desirable for the inner city child.

Goals for the second year of Inner City Project activity included:

(1) securing a high level of school-parent-community involvement and

(2) providing essentially the same services defined during the first year.

Thus, the emphasis of 1969-70 implementation and program administration relied heavily upon first year formative planning. It is apparent that the Inner City Project staff, by the end of the second funding year, had committed their energies and funds to the basic goals of increasing parent-school-community rapport and supplementing district services in educational areas found deficient for adequate Inner City pupil instruction and guidance.

It is quite impossible to separate these two functions. Legal and social definitions charge the public schools with the responsibility of assisting parents and legal guardians in educating their youth in a socially-acceptable manner. Problems arising from this distinct role within a diverse social context are, to be sure, complex. But the fact remains that parents (through a public educational agency) by definition, have the responsibility of properly educating their children for the future. To carry out this function requires both adequate parent awareness and maximum parent-school-community cooperation.

The three year Inner City Project undoubtedly achieved the objective of sustaining high parent-school-community cooperation. PAC members and school personnel have complemented each other's roles as they have provided supplemental services to Inner City children. They appeared to work closer together at the elementary, as opposed to the secondary, level. But overall it may be concluded that dissatisfaction and misinformation between parent, teacher and community representatives were at a low level by the end of the 1970-71 school year.

Their efforts seem to have made overt, positive changes in parent involvement, English acquisition by pupils whose native language was Spanish, unexcused absence rates at the elementary level, and teacher empathy toward their pupils.

In other areas, notably secondary unexcused absences, health absences at both levels, and reading and mathematics achievement (with the exceptions cited in Chapter III) criterion levels fell short of expectations.

Thus, evidence from this report indicates that strong "social contact" has been established between the neighborhood schools and the community of Southeast San Diego through efforts of the Inner City Program. An audit of services budgeted and delivered further indicates that such services were supplied to the satisfaction of parents, school personnel, PAC, and PAB members. However, as much in evidence is the fact that, where PAC activities were the strongest (elementary) academic achievement levels and health absence rates were contrary to desired expectations.

The three-year Inner City Project has brought the schools and the community closer together. But as of this date, it has not produced improvement in the two defined variables discussed above. Overall, there appears to have been established a cohesive concern for the education of children from the Southeast San Diego area. Such concern has already produced positive results in the areas cited above. It has not decreased health absence rates appreciably nor has it improved academic skills acquisition, as measured by the standardized test results, to the level desired.

Recommendations

Much of the recommendations by parents and school personnel for implementation of a project similar to the Inner City Program have already been given. Additional recommendations, relating to the overall evaluation effort and findings included in this report, are divided into two parts. The first recommendations are for decision-making efforts within the San Diego City Schools. The second set are for the benefit of other school districts who are contemplating the development of formal parent participation bodies similar to the ones described in this report.

San Diego City Schools

(1) The PAC organization within each school as it existed at the termination of the Title III program should be continued. Parents have expressed increased satisfaction with their efforts throughout the school year. Many indicated they would serve on PAC's without the $10 monthly allowances (see Table 19). Parent representatives also expressed satisfaction in working with individual principals and teachers. They were most enthusiastic when planning programs and events. Most parents agreed that teachers should determine their own needs and priorities, with parents assisting where they could.

(2) The paraprofessional staff assignments should be continued in the schools. The February, 1971 Mid-Year Inner City Evaluation found that paraprofessional aides in the classroom was the highest rated program component of the third year Inner City

Program. Teachers and parents cited many instances where pupils were provided with more care than would have been possible without teacher assistants, parent aides and other community help.

(3) If it is desired that PAC's participate in funds allocation, there should be one person, hired full-time, to oversee all expenditures and act as a liaison between the PAC's and Education Center personnel.

(4) Counseling services at Memorial should be reviewed, with closer attention to attendance problems during the articulation year between the 6th and 7th grades being made prior to the first semester of the 1971-72 school year.

(5) Inner City PAC, PAB and Project Staff Members should be brought together at least once during the 1971-72 school year to discuss with and advise new PAC and staff members in other schools. These individuals spent a lot of time planning and refining an impressive community effort. Their expertise should not be lost simply because of reassignments or the fact that their children are no longer in school.

(6) Additional ESL funds should be sought to purchase instructional supplies. In reviewing the present ESL Curriculum in most schools it was apparent that, where H-200 lessons were being used, H-200 materials were absent. Teachers had to make most of their instructional supplies. This decreased the amount of time they had available for their pupils.

Other School Districts

(1) Begin preliminary planning of how your parent advisory group will be chosen and how they will function at least one school year prior to implementation. Such planning should include a representative teacher from each school, all principals and specific auxiliary personnel (e.g., a representative from Budget Planning and Control, one from interested community agencies, a few from parent groups and other school operation administrators).

(2) Define and approve all final responsibility and authority definitions concerning the parent groups with the supplemental approval of respective teacher's organizations, administrative councils and, of course, the board of education.

(3) During the planning stage, contact other school districts who have had similar parent group representation. The social climate of Southeast San Diego may or may not correspond with other cities. English-as-a-Second-Language instruction is a deep

concern in Southern California. Accordingly, parent groups are strongly opinionated over this issue. Other cities may have different pupils needs.

If needs are easily identified they can act as strong motivating forces in securing community action. Other school districts can give valuable advice on how to capitalize on such needs and, at the same time, how to avoid over-reactions within the community.

(4) Publicize your efforts. Hire one, full-time individual to saturate the immediate community and surrounding areas with announcements of future events and examples of pupil progress.

(5) It has been noted in San Diego that parents will not be responsible in attending meetings, meeting with teachers and working in the classroom unless their roles are clearly defined and they have a firm understanding of responsibilities. The adage: "Delegate authority commensurate with responsibility" has been found to be advantageous in working with both parents and professional colleagues.

(6) Parent-school-community interaction should be of mutual value. If internal PAC discussion over details inhibits decision-making at regular meetings, or if the school principal is constantly called upon by PAC members or community groups to arbitrate discussions between faculty and parents, it is time to reevaluate priorities and redefine roles.

A mid-year review of objectives, followed by an open house or faculty tea may prove useful to alleviate tension. In San Diego there was a mid-year evaluation, followed by an open house, individual parent-faculty meetings at individual schools, and appreciation parties for principals and staff members sponsored by PAC's. Whatever the vehicle of expression, schedule it officially into your calendar of events. It is a necessary, but not sufficient, part of any parent-school-community interaction effort.

APPENDIX A

Summary of Special Programs, Services, Personnel, Materials and Equipment in Inner City Project Schools During 1968-1969 and 1969-1970 School Years

SAN DIEGO CITY SCHOOLS

INNER CITY PROJECT

SUMMARY OF SPECIAL PROGRAMS, SERVICES, PERSONNEL, MATERIAL AND EQUIPMENT

IN INNER CITY PROJECT SCHOOLS

1968-69 and 1969-70

Number	Program	Burbank	Crockett	Logan	Lowell	Sherman	Memorial	San Diego	Funding Source
1	Administrative Intern Program							x	District Inner City Project
2	Aides--Instructional and Community	x	x	x	x	x	x	x	ESEA Title I Inner City Project
3	Art Exhibit--"Color Me Creative"	x	x	x	x	x	x	x	Inner City Project
4	Artist in Residence							x	Central Midwestern Regional Laboratory
5	Bilingual Instruction in Academic Subjects						x	x	Inner City Project
6	Career Motivation--Trips to North Island			x	x	x	x		Inner City Project
7	Christmas Open House	x	x	x	x	x	x	x	No additional funds

Number	Program	Burbank	Crockett	Logan	Lowell	Sherman	Memorial	San Diego	Funding Source
8	Clerical Help (Additional time)	x	x	x	x	x			ESEA Title I Inner City Project
9	Computer Program--Math Classes							x	Inner City Project
10	Communications	x	x	x	x	x	x	x	Inner City Project
11	Dental Program			x			x	x	Inner City Project
12	District Counselor (Additional time)						x		Inner City Project
13	Educable Mentally Retarded--Decertification Program			x	x	x			District
14	Educable Mentally Retarded Classes--Redeployment into Regular Classrooms					x			No additional funds
15	Education Professions Development Act (EPDA)--Inservice Training Program							x	Education Professions Development Act
16	Educationally Handicapped Classes for Children Previously Identified as Educable Mentally Retarded (Experimental)				x				No additional funds

Number	Program	Burbank	Crockett	Logan	Lowell	Sherman	Memorial	San Diego	Funding Source
17	Elementary Counselor					x			Inner City Project District
18	English As a Second Language	x	x	x	x	x	x	x	ESEA Title I Inner City Project
19	English As a Second Language--Redeployment Kindergarten					x			Inner City Project
20	English As a Second Language--Traveling Teachers	x	x	x					District
21	Ethnic Studies Conference (October 2-5)							x	Foreign Policy Association
22	Ethno-Cultural Events and Activities	x	x	x	x	x	x	x	Inner City Project American Federation of Musicians
23	Equipment	x	x	x	x	x	x	x	District Reading Demonstration Project Inner City Project
24	Field Trips	x	x	x	x	x	x	x	District Reading Demonstration Project Inner City Project
25	Follow-Through Program		x			x			

Number	Program	Burbank	Crockett	Logan	Lowell	Sherman	Memorial	San Diego	Funding Source
26	Human Relations Workshop	x	x	x	x	x	x	x	Inner City Project
27	Instructional Concepts Program	x	x		x	x			Free for Inner City Schools
28	Instructional Supplies and Curriculum Materials	x	x	x	x	x	x	x	District Reading Demonstration Project Inner City Project
29	Language Power Program	x							District ESEA Title I Inner City Project SB-28 AB-1331
30	Lunch Program--Free	x	x	x	x	x			Inner City Project
31	Lunch Program--Reduced Cost	x	x	x	x	x			Department of Agriculture
32	Miller Math Program			x		x			Math Specialist Program Department of Education Inner City Project
33	Minority Study Program--Black and Chicano Studies						x	x	District Inner City Project
34	Monthly Exchange Visits--Burbank and De Anza Schools	x							Inner City Project
35	Motivational Counselor						x	x	ESEA Title I Inner City Project

Number	Program	Burbank	Crockett	Logan	Lowell	Sherman	Memorial	San Diego	Funding Source
36	Orange Juice Program			x					Inner City Project
37	Orientation for New Teachers (Sept. 3-4, 1969)	x	x	x	x	x	x	x	Inner City Project
38	Parent Advisory Councils	x	x	x	x	x	x	x	Inner City Project
39	Parent Counselors (Community Counselors)			x			x		ESEA Title I Inner City Project
40	Parent Counseling			x			x		Reading Demo. Project Inner City Project
41	Participation in Sixth Grade Camp Program				x				Inner City Project
42	Performing Artists	x	x	x	x	x	x	x	ESEA Title I Inner City Project Local 325 American Federatio of Musicians
43	Pre-Kindergarten Programs (AB 1331)	x	x		x	x			AB 1331
44	Pre-Kindergarten Programs (Inner City Project)		x		x				Inner City Project

Number	Program	Burbank	Crockett	Logan	Lowell	Sherman	Memorial	San Diego	Funding Source
45	Programmed Reading Materials			x		x			District Inner City Project
46	Project Advisory Board (Inner City Project)	x	x	x	x	x	x	x	Inner City Project
47	Psychologist (Additional Time)			x			x		Inner City Project
48	Reading Center (ESEA Title I)					x			ESEA Title I
49	Reading Demonstration Pr						x		Reading Demonstration Projec
50	Redeployment Reading Program			x	x	x			No additional funds
51	Reduction in Tracking							x	Inner City Project
52	Reteaching of Reading	x	x	x	x	x			District ESEA Title I Inner City Project
53	Sewing Class			x					Inner City Project
54	Spanish Instruction for Teachers	x	x	x	x	x	x	x	District Inner City Project
55	Speech Therapist (Additional Time)					x			Inner City Project

Number	Program	Burbank	Crockett	Logan	Lowell	Sherman	Memorial	San Diego	Funding Source
56	Swimming Programs-Instructional and Recreational						x	x	District Inner City Project
57	Teacher Assistants	x		x			x	x	District ESEA Title I Reading Demonstration Project Inner City Project
58	Teacher-Intern Program				x			-	No additional funds
59	Track Team			x					Inner City Project
60	Trailer Rental	x							Inner City Project
61	Training Program for Instructional and Community Aides		x	x	x	x			Inner City Project
62	Tutoring Programs			x	x	x	x		No additional funds
63	Vocational Education Pacific Telephone Career Orientation Program							x	District Vocational Education Act
64	Work-Study Program						x	x	Inner City Project

BURBANK

ELEMENTARY SCHOOL

Grades: Pre-K - 2

Enrollment: 318
October, 1969

ETHNIC PERCENTAGES
1968-69

Spanish Surname	Other White	Negro	Chinese Japanese Korean	American Indian
41.7	6.7	49.9	1.7	-

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number *
Aides--Instructional and Community	ESEA Title I Inner City Project	2
Art Exhibit--"Color Me Creative"	Inner City Project	3
Christmas Open House	No additional funds	7
Clerical Help (Additional time)	ESEA Title I Inner City Project	8
Communications	Inner City Project	10
English As a Second Language	Inner City Project District	18
English As a Second Language--Traveling Teachers	District	20
Ethno-Cultural Events and Activities	Inner City Project American Federation of Musicians	22

*Numbers identify corresponding descriptive statement found on following pages.

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number
Equipment	District Reading Demonstration Project Inner City Project	23
Field Trips	District Reading Demonstration Project Inner City Project	24
Human Relations Workshop	Inner City Project	26
Instructional Concepts Program	Free for Inner City Schools	27
Instructional Supplies and Curriculum Materials	District Reading Demonstration Project Inner City Project	28
Language Power Program	District ESEA Title I Inner City Project SB-28 AB-1331	29
Lunch Program--Free	Inner City Project	30
Lunch Program--Reduced Cost	Department of Agriculture	31
Monthly Exchange Visits--Burbank & De Anza Schools	Inner City Project	34
Orientation for New Teachers (September 3-4, 1969)	Inner City Project	37
Parent Advisory Councils	Inner City Project	38
Performing Artists	ESEA Title I Inner City Project American Federation of Musicians	42

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number
Pre-Kindergarten Programs (AB-1331)	AB-1331	43
Project Advisory Board (Inner City Project)	Inner City Project	46
Reteaching of Reading	District ESEA Title I Inner City Project	52
Spanish Instruction for Teachers	District Inner City Project	54
Teacher Assistants	District ESEA Title I Reading Demonstration Project Inner City Project	57
Trailer Rental	Inner City Project	60

CROCKETT

ELEMENTARY SCHOOL

Grades: Pre-K - 2

Enrollment: 390
October, 1969

ETHNIC PERCENTAGES
1968-69

Spanish Surname	Other White	Negro	Chinese Japanese Korean	American Indian
23.0	1.2	72.1	3.7	-

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number *
Aides--Instructional and Community	ESEA Title I Inner City Project	2
Art Exhibit--"Color Me Creative"	Inner City Project	3
Christmas Open House	No additional funds	7
Clerical Help (Additional time)	ESEA Title I Inner City Project	8
Communications	Inner City Project	10
English As a Second Language	ESEA Title I Inner City Project	18

*Numbers identify corresponding descriptive statement found on following pages.

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number
English As a Second Language--Traveling Teachers	District	20
Ethno-Cultural Events and Activities	Inner City Project American Federation of Musicians	22
Equipment	District Reading Demonstration Project Inner City Project	23
Field Trips	District Reading Demonstration Project Inner City Project	24
Follow-Through Program		25
Human Relations Workshop	Inner City Project	26
Instructional Concepts Program	Free for Inner City Schools	27
Instructional Supplies and Curriculum Materials	District Reading Demonstration Project Inner City Project	28
Lunch Program--Free	Inner City Project	30
Lunch Program--Reduced Cost	Department of Agriculture	31
Orientation for New Teachers (September 3-4, 1969)	Inner City Project	37
Parent Advisory Councils	Inner City Project	38
Performing Artists	ESEA Title I Inner City Project American Federation of Musicians	42

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number
Pre-Kindergarten Programs (AB-1331)	AB-1331	43
Pre-Kindergarten Programs (Inner City Project)	Inner City Project	44
Project Advisory Board (Inner City Project)	Inner City Project	46
Reteaching of Reading	District ESEA Title I Inner City Project	52
Spanish Instruction for Teachers	District Inner City Project	54
Training Program for Instructional and Community Aides	Inner City Project	61

LOGAN

ELEMENTARY SCHOOL

Grades: 3 - 6

Enrollment: 741
October, 1969

ETHNIC PERCENTAGES
1968-69

Spanish Surname	Other White	Negro	Chinese Japanese Korean	American Indian
38.2	0.9	59.6	1.3	-

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number *
Aides--Instructional and Community	ESEA Title I Inner City Project	2
Art Exhibit--"Color Me Creative"	Inner City Project	3
Career Motivation--Trips to North Island	Inner City Project	6
Christmas Open House	No additional funds	7
Clerical Help (Additional time)	ESEA Title I Inner City Project	8
Communications	Inner City Project	10

*Numbers identify corresponding descriptive statement found on following pages.

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number
Dental Program	Inner City Project	10
Educable Mentally Retarded--Decertification Program	District	13
English As a Second Language	ESEA Title I Inner City Project	18
English As a Second Language--Traveling Teachers	District	20
Ethno-Cultural Events and Activities	Inner City Project American Federation of Musicians	22
Equipment	District Reading Demonstration Project Inner City Project	23
Field Trips	District Reading Demonstration Project Inner City Project	24
Human Relations Workshop	Inner City Project	26
Instructional Supplies and Curriculum Materials	District Reading Demonstration Project Inner City Project	28
Lunch Program - Free	Inner City Project	30
Lunch Program--Reduced Cost	Department of Agriculture	31
Miller Math Program	Math Specialist Program Department of Education Inner City Project	32
Orange Juice Program	Inner City Project	36

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number
Orientation for New Teachers (September 3-4, 1969)	Inner City Project	37
Parent Advisory Councils	Inner City Project	38
Parent Counselors (Community Counselors)	ESEA Title I Inner City Project	39
Parent Counseling	Reading Demonstration Project Inner City Project	40
Performing Artists	ESEA Title I Inner City Project American Federation of Musicians	42
Pre-Kindergarten Programs (AB-1331)	AB-1331	43
Programmed Reading Materials	District Inner City Project	45
Project Advisory Board (Inner City Project)	Inner City Project	46
Psychologist (Additional time)	Inner City Project	47
Redeployment Reading Program	No additional funds	50
Reteaching of Reading	District ESEA Title I Inner City Project	52
Spanish Instruction for Teachers	District Inner City Project	54
Teacher Assistants	District ESEA Title I Reading Demonstration Project Inner City Project	57

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number
Track Team	Inner City Project	59
Training Program for Instructional and Community Aides	Inner City Project	61
Tutoring Programs	No additional funds	62

LOWELL

ELEMENTARY SCHOOL

Grades: Pre-K - 6

Enrollment: 460
October, 1969

ETHNIC PERCENTAGES
1968-69

Spanish Surname	Other White	Negro	Chinese Japanese Korean	American Indian
80.8	6.2	8.7	1.1	3.2

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number *
Aides--Instructional and Community	District Inner City Project	2
Art Exhibit--"Color Me Creative"	Inner City Project	3
Career Motivation--Trips to North Island	Inner City Project	6
Christmas Open House	No additional funds	7
Clerical Help (Additional time)	ESEA Title I Inner City Project	8
Communications	Inner City Project	10
Educable Mentall Retarded--Decertification Program	District	13

*Numbers identify corresponding descriptive statement found on following pages.

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers
Educationally Handicapped Classes for Children Previously Identified as Educable Mentally Retarded (Experimental)	No additional funds	16
English As a Second Language	ESEA Title I Inner City Project	18
Ethno-Cultural Events and Activities	Inner City Project American Federation of Musicians	22
Equipment	District Reading Demonstration Project Inner City Project	23
Field Trips	District Reading Demonstration Project Inner City Project	24
Human Relations Workshop	Inner City Project	26
Instructional Concepts Program	Free for Inner City Schools	27
Instructional Supplies and Curriculum Materials	District Reading Demonstration Project Inner City Project	28
Lunch Program--Free	Inner City Project	30
Lunch Program--Reduced Cost	Department of Agriculture	31
Orientation for New Teachers (September 3-4, 1969)	Inner City Project	37
Parent Advisory Councils	Inner City Project	38

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers
Participation in Sixth-Grade Camp Program	Inner City Project	41
Performing Artists	ESEA Title I Inner City Project American Federation of Musicians	42
Pre-Kindergarten Programs (AB-1331)	AB-1331	43
Pre-Kindergarten Programs	Inner City Project	44
Project Advisory Board (Inner City Project)	Inner City Project	46
Redeployment Reading Program	No additional funds	50
Reteaching of Reading	District ESEA Title I Inner City Project	52
Spanish Instruction for Teachers	District Inner City Project	54
Teacher Intern Program	No additional funds	58
Training Program for Instructional and Community Aides	Inner City Project	61
Tutoring Programs	No additional funds	62

SHERMAN

ELEMENTARY SCHOOL

Grades: Pre-K - 6

Enrollment: 937
October, 1969

ETHNIC PERCENTAGES
1968-69

Spanish Surname	Other White	Negro	Chinese Japanese Korean	American Indian
40.3	10.6	48.8	.3	-

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Number *
Aides--Instruction and Community	ESEA Title I Inner City Project	2
Art Exhibit--"Color Me Creative"	Inner City Project	3
Career Motivation--Trips to North Island	Inner City Project	6
Christmas Open House	Inner City Project	7
Clerical Help (Additional time)	ESEA Title I Inner City Project	8
Communications	Inner City Project	10
Educable Mentally Retarded--Decertification Program	District	13

*Numbers identify corresponding descriptive statement found on following pages.

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers
Educable Mentally Retarded Classes--Redeployment into Regular Classrooms	No additional funds	14
Elementary Counselor	District Inner City Project	17
English As a Second Language	ESEA Title I Inner City Project	18
English As a Second Language--Redeployment Kindergarten	Inner City Project	19
Ethno-Cultural Events and Activities	Inner City Project American Federation of Musicians	22
Equipment	District Reading Demonstration Project Inner City Project	23
Field Trips	District Reading Demonstration Project Inner City Project	24
Follow-Through Program		25
Human Relations Workshop	Inner City Project	26
Instructional Concepts Program	Free to Inner City Schools	27
Instructional Supplies and Curriculum Materials	District Reading Demonstration Project Inner City Project	28
Lunch Program--Free	Inner City Project	30

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers
Lunch Program--Reduced Cost	Department of Agriculture	31
Miller Math Program	Math Specialist Program Dept. of Education Inner City Program	32
Orientation for New Teachers (September 3-4, 1969)	Inner City Project	37
Parent Advisory Councils	Inner City Project	38
Performing Artists	ESEA Title I Inner City Project American Federation of Musicians	42
Programmed Reading Materials	District Inner City Project	45
Project Advisory Board (Inner City Project)	Inner City Project	46
Reading Center (ESEA Title I)	ESEA Title I	48
Redeployment Reading Program	No additional funds	50
Reteaching of Reading	District ESEA Title I Inner City Project	52
Spanish Instruction for Teachers	District Inner City Project	54
Swimming Programs--Instructional and Recreational	District Inner City Project	56
Teacher Assistants	District ESEA Title I Reading Demonstration Project Inner City Project	57

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers
Tutoring Program	No additional funds	62
Work-Study Program	Inner City Project	64

MEMORIAL

JUNIOR HIGH SCHOOL

Grades: 7 - 9

Enrollment: 1515
October, 1969

ETHNIC PERCENTAGES
1968-69

Spanish Surname	Other White	Negro	Chinese Japanese Korean	American Indian
37.9	5.4	54.7	1.7	0.3

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers *
Aides, Instructional and Community	ESEA Title I Inner City Project	2
Art Exhibit--"Color Me Creative"	Inner City Project	3
Bilingual Instruction in Academic Subjects	Inner City Project	5
Career Motivation--Trips to North Island	Inner City Project	6
Christmas Open House	No additional funds	7
Communications	Inner City Project	10
Dental Program	Inner City Project	11

*Numbers identify corresponding descriptive statement found on following pages.

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers
District Counselor (Additional time)	Inner City Project	12
English As a Second Language	ESEA Title I Inner City Project	18
Ethno-Cultural Events and Activities	Inner City Project American Federation of Musicians	22
Equipment	District Reading Demonstration Project Inner City Project	23
Field Trips	District Reading Demonstration Project Inner City Project	24
Human Relations Workshop	Inner City Project	26
Instructional Supplies and Curriculum Materials	District Reading Demonstration Project Inner City Project	28
Minority Study Program--Black and Chicano Studies	District Inner City Project	33
Motivational Counselor	ESEA Title I Inner City Project	35
Orientation for New Teachers (September 3-4, 1969)	Inner City Project	37
Parent Advisory Councils	Inner City Project	38
Parent Counselors (Community Counselors)	ESEA Title I Inner City Project	39

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers
Parent Counseling	Reading Demonstration Project Inner City Project	40
Performing Artists	ESEA Title I Inner City Project American Federation of Musicians	42
Project Advisory Board (Inner City Project)	Inner City Project	46
Psychologist (Additional time)	Inner City Project	47
Reading Demonstration Project	Reading Demonstration Project	49
Spanish Instruction for Teachers	District Inner City Project	54
Swimming Programs--Instructional and Recreational	District Inner City Project	56
Teacher Assistants	District ESEA Title I Reading Demonstration Project Inner City Project	57
Tutoring Programs	No additional funds	62
Work-Study Program	Inner City Project	64

SAN DIEGO

SENIOR HIGH SCHOOL

Grades: 10 - 12

Enrollment: 2,320
October, 1969

ETHNIC PERCENTAGES
1968-69

Spanish Surname	Other White	Negro	Chinese Japanese Korean	American Indian
32.9	43.3	20.6	2.9	0.3

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers *
Administrative Intern Program	District Inner City Project	1
Aides--Instructional and Community	ESEA Title I Inner City Project	2
Art Exhibit--"Color Me Creative"	Inner City Project	3
Artist in Residence	Central Midwestern Regional Laboratory	4
Bilingual Instruction in Academic Subjects	Inner City Project	5
Christmas Open House	No additional funds	7
Computer Math--Math Classes	Inner City Project	9

*Numbers identify corresponding descriptive statement found on following pages.

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers
Communications	Inner City Project	10
Dental Program	Inner City Project	11
Education Professions Development Act (EPDA)--Inservice Training Program	Education Professions Development Act	15
English As a Second Language	ESEA Title I Inner City Project	18
Ethnic Studies Conference (October 2-5, 1969)	Foreign Policy Association	21
Ethno-Cultural Events and Activities	Inner City Project American Federation of Musicians	22
Equipment	District Reading Demonstration Project Inner City Project	23
Field Trips	District Reading Demonstration Project Inner City Project	24
Human Relations Workshop	Inner City Project	26
Instructional Supplies and Curriculum Materials	District Reading Demonstration Project Inner City Project	28
Minority Study Program--Black and Chicano Studies	District Inner City Project	33
Motivational Counselor	ESEA Title I Inner City Project	35
Orientation for New Teachers (September 3-4, 1969)	Inner City Project	37

Special Programs, Services, Personnel, Materials or Equipment	Funding Sources	Descriptive Statement Numbers
Parent Advisory Councils	Inner City Project	38
Performing Artists	ESEA Title I Inner City Project American Federation of Musicians	42
Project Advisory Board (Inner City Project)	Inner City Project	46
Reduction in Tracking	Inner City Project	51
Spanish Instruction for Teachers	District Inner City Project	54
Swimming Programs--Instructional and Recreational	District Inner City Project	56
Teacher Assistants	District ESEA Title I Reading Demonstration Project Inner City Project	57
Vocational Education--Pacific Telephone Career Orientation Program	District Vocational Education Act	63
Work-Study Program	Inner City Project	64

Appendix B

Descriptive Summary of Elementary ESL Evaluation. Instruments
Circulars and Questionnaire Results.

BILINGUAL ESL BICULTURAL
ENGLISH AS A SECOND LANGUAGE
esl
bilingual project center
SAN DIEGO CITY SCHOOLS
PHONE 714 232-6864 2950 National Ave. San Diego, California 92113

No. 2 November 1970

WORKSHOP NOTES...

Demonstrations

We have been involved since the beginning of the school year in ESL/Bilingual demonstrations at individual schools. We attempted to set up these sessions in ways that would assist experienced as well as inexperienced teachers. They seem to have succeeded, and one of the causes of their success is that the size of the groups was comparatively small. This allowed the administrators and teachers who attended ample time for discussions and questions.

Trends

An encouraging recent trend we have noticed is that departments other than ESL or foreign languages are becoming increasingly interested in ESL/Bilingual programs. San Diego City Schools Speech Department, for example, has requested and received a presentation. So have North County and parochial schools.

Project Workshop Dates

Suggestions of administrators and teachers have had a strong hand in shaping the workshop schedule for the school year, and we greatly appreciate all of them. So far the workshops will be as follows:

ESL for Teachers New to ESL Instruction - December 4, 1970

ESL for Aides - December 15, 1970

Beginning Reading for ESL Students - 2nd Week in January (date to be announced) (This workshop should be subtitled After ESL, Then What? We want to show and tell teachers about the ways we are teaching reading to ESL students.)

Elementary ESL for Teachers Already Acquainted with ESL - 2nd Week in February (date to be announced) (This workshop will share new materials, methods, and publications with experienced elementary ESL teachers.)

Advanced Reading for ESL Students - 2nd Week in March (date to be announced)

Secondary ESL for Teachers Already Acquainted with ESL - 2nd Week in April (date to be announced) (This workshop will share new materials, methods, and publications with experienced secondary ESL teachers.)

Please save space on your schedule for the workshops that pertain to you. We will keep you posted in Workshop Notes on dates to be announced.

Other ESL Bilingual Meetings

ACTFL - November 26-29, 1970, Los Angeles (Bilingual section to be held)

AATSP - December 28-30, 1970, San Francisco (Bilingual section to be held)

TESOL - March 3-6, 1971, New Orleans (ESL/Bilingual Education Association)

ESL/Bilingual Association
Holiday Festival - December 5, 1970
Swap Shop - January 30, 1971
ESL Birthday Party- March 5, 1971
Teacher Exchange - April 24, 1971
Spring Dinner Meeting - May 21, 1971

Can we help you with materials? Community involvement? Testing?

Establishing an ESL program in your school? Cultural awareness?

Come in or call 232-6864, Monday through Friday from 8:00 to 5:00.

..........Workshop Coordinator - Mary T. Crawford

SAN DIEGO CITY SCHOOLS
TESTING SERVICES DEPARTMENT

ESL Information Sheet

October 12, 1970

To the ESL Teacher:

To properly evaluate this year's ESL activities throughout the school district I would like you to assist me in gathering two types of descriptive information. Specifically, I would like you to provide:

(1) Pretest and posttest scores of your youngsters using the H-200 ESL Placement Test

(2) A brief description of your own ESL program, as designed and implemented at your school

This information is being gathered so that the City schools can both determine the English proficiency of pupils enrolled in ESL classes and relate to you how other ESL teachers have utilized instructional aides and teaching techniques in preparing their children for English-speaking classrooms. With your help it is anticipated that an already strong ESL/Bilingual curriculum can be improved and adapted to the changing needs of children whose native language is not English.

On the accompanying page you will find information relating to the pretest-posttest schedule, the test instruments, and procedures for scoring and reporting results. You will also find a series of questions pertaining to instruction that I would like you to answer.

By answering these questions you will provide a basis for a summary publication that will describe district-wide ESL instruction. This publication will be disseminated to school site administrators, ESL teachers and other staff members interested in the ESL/Bilingual programs of the San Diego Unified School District.

If you have any questions regarding either the H-200 testing or the program description page enclosed, feel free to call Extension 406, Education Center for clarification. Please return the program description page by December 1, 1970. Thank you for your cooperation.

Michael J LaBay

Michael LaBay
Program Evaluator

ML:cn
10/12/70

PROGRAM DESCRIPTION PAGE
SAN DIEGO ESL PROGRAMS

Directions: Below you will find (1) pretest-posttest information and (2) ESL program statements. Please read the information given in (1) and furnish your own answers under (2).

(1) Pretest-Posttest Information

By now your principal should have given you a copy of the ESL Placement Test (H-200, Level 1), a sample of the structured H-200 answer sheet and an ESL student roster. Enclosed with this "description page" should be enough student answer sheets and rosters for your class.

The Evaluation Unit would like you to follow the directions given in the "Directions and Rationale for ESL Center Placement Test" section of the test booklet found in Pages 1 through 4, and then pretest each of your children prior to November 13, 1970.

Because the ESL Placement Test is given on an individual basis it is important that the classroom teacher give each test. This is necessary because the pupil must feel "at ease" during the testing period in order for his achievement score to be valid. The best possible method of testing would be for the classroom teacher to test a few children each day and, using the ESL Placement Test, ask each child the series of questions required as part of normal classroom routine. (Some teachers have found individual testing within small modular groups to work well in this regard.)

You will find, in reading the directions for test administration, that the test manual has been written for a testor removed from the classroom. Therefore, it is not important to follow all the directions of this section. You know your children better then anyone, and your introductory remarks should be what you think is appropriate.

When all children have been tested please complete the class roster to the best of your ability and return it to Testing Services, B-4, Education Center, along with the Program Description Page below. Early in May, 1971, you will be given another ESL Placement Test for each of your pupils to be used for the posttesting, May 17-May 28. As soon as the ESL summary publication has been prepared you will receive a copy through your principal. And when all posttest scores are recorded at the testing center a measure of achievement gain for your class will be made available to you on request.

(2) ESL Program Statements

Name __________________________

School __________________________ Grade Level _______________

Please describe your ESL Program with referrence to how you group children for instruction, what materials and equipment you have found beneficial to instruction, and how you think the program could be improved.

Please describe any pre-service or in-service activities sponsored by the schools in which you have participated, indicating approximate dates and worth.

Please indicate if you have been using a teacher assistant or community aide to help you in the classroom.

_____ Have a teacher assistant

_____ Have a community aide

If you have been using an assistant or aide please state how they are used.

Thank you for your efforts.

Michael LaBay
Program Evaluator
B-4, Education Center

ML:cn
10/12/70

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS

4100 NORMAL STREET
SAN DIEGO, CALIFORNIA 92103

STUDENT SERVICES DIVISION
Testing Services

Please complete this sheet and return to the above address by June 4, 1971.

Teacher ______________________ Grade ______________

Principal ______________________ School ______________

Student's Name	May, 1971 H-200 test score	Regular Grade Equivalent*
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

Student's Name	May, 1971 H-200 test score	Regular Grade Equivalent*
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

*Please refer to page 4 of H-200 test booklet

SAN DIEGO CITY SCHOOLS
Testing Services Department
INNER CITY EVALUATION UNIT

To the ESL Teacher:

Many of you have discussed with me the possibility of gathering supplemental teacher judgement data to augment that obtained from the H-200 testing during the Fall and Spring semesters of this present school year. The consensus reached was that, because many children answered all questions correctly during the H-200 pretesting, and since the H-200 test itself does not accurately reflect achievement except when it is correlated with the H-200 course sequence, it may be advantageous to assess academic gains through a supplemental teacher judgement measure.

Therefore, to more accurately assess the gains you are making with your children, please indicate on the enclosed form the present level of reading and language skills that each of your pupils possess. In the Spring other forms will be sent to you for each of your pupils. In this way, we will have comparative data on all youngsters, irrespective of their H-200 scores. Please send your checklist to Testing Services, along with your ESL Information Sheet and H-200 data. If you have any problems feel free to call Mike LaBay, Testing Services, Education Center (Extension 406) for clarification.

Michael J LaBay

Michael J. LaBay
Program Evaluator

ML:cn
11/3/70

SAN DIEGO CITY SCHOOLS

Elementary Reading and Language Skills Check List

Teacher:____________________ School:____________________ Date:__________ Length of Program:__________
(no. of weeks)

Check only one of the three descriptions under each area which most closely agrees with your judgment of the pupil's proficiency.

English: CONFIDENCE IN SPEAKING; EXPRESSES IDEAS ORALLY

		READING INTEREST			WORD ATTACK SKILLS			READING COMPREHENSION			PRONUNCIATION OF WORDS			CONFIDENCE IN SPEAKING			EXPRESSES IDEAS ORALLY			EXPRESSES IDEAS IN WRITING				
Pupil's Name	Program (R. Adj., Rem. Rdg., RSI.)	Frequently reads for recreation	Occasionally reads for recreation	Does not read for recreation	Successfully attacks 80-100% words in text	Successfully attacks 70-100% words in text	Successfully attacks less than 70% of words in text	85-100% accuracy	70-85% accuracy	Less than 70% accuracy	Consistently accurate	Moderately accurate	Consistently inaccurate	High degree of confidence	Some confidence	No confidence	Clearly and easily	With some difficulty	With great difficulty	Clearly and easily	With some difficulty	With great difficulty	Grade Lev. of Rd. Mater'l	Grade

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS

4100 NORMAL STREET
SAN DIEGO, CALIFORNIA 92103

STUDENT SERVICES DIVISION

The enclosed memo has been distributed to the Director of the Inner City Project and various ESL specialists within the district. Admitting that the results are based upon volunteer respondors who perhaps have needs different from other non-responsive ESL teachers, I hope this brief survey will assist in your communication with colleagues.

Teachers who did not respond to the ESL Program Information Sheet are not receiving the memo. If you or they feel that I have not adequately expressed a collective opinion shared between you, please feel free to call this to my attention.

Thank you for your efforts so far in my ESL evaluation activities. I will be mailing you an H-200 roster for posttest purposes May 1, 1971. The roster will include a listing of your pupils who did not fully complete the H-200 pretest. For those children who "peaked" on the pretest, only a Reading and Language Skills Check List analysis will be required. The Check Lists mailed to you will also have pupil names typed in the appropriate spaces.

Michael LaBay
Program Evaluator
Inner City Project

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK BOULEVARD AT EL CAJON
SAN DIEGO 3, CALIFORNIA

DATE: January 12, 1971

MEMO TO: Houser
Via: Vogler LWHS,
FROM: LaBay

SUBJECT: ELEMENTARY ESL PROGRAM DESCRIPTION SUMMARY

The following is a descriptive summary of elementary ESL teacher responses to questions asked in preparation of this year's Inner City Evaluation Report.

A total of eight teachers assigned to Inner City elementary schools (Lowell and Sherman) and two teachers presently at Balboa Elementary (for quasi-control) were asked to provide the ESL program information as part of the context definition phase preceeding terminal Inner City evaluation efforts. Their responses have been grouped into specific categories for cursory inspection. Whenever responses could not be grouped, individual teacher comments have been included. Concluding statements follow the collectivized teacher opinions.

MLB:ec

cc: Hal Wingard

Summary:
Elementary ESL Program Statements

1. Please describe your ESL Program with reference to how you group children for instruction, what materials and equipment you have found beneficial to instruction, and how you think the program could be improved.

Instructional Groupings

I.C. Parochial			I.C. (Sherman, Lowell)			Non-I.C. (Balboa)		
Criteria	No. Pupils	Pull-out or Self-contained	Criteria	No. Pupils	Pull-out or Self-contained	Criteria	No. Pupils	Pull-out or Self-contained
formal grade level	14	Pull-out	ability to speak English	49	Pull-out	Ability to speak English	27	Self-contained
H-200 pretest scores	8	Pull-out	ability to speak English	57	Pull-out	ability to speak English	24	Self-contained
			ability to speak English	11	Self-contained			
			ability to speak English	20	Self-contained			
			ability to speak English; previous experience in school; age	14	Self-contained			

Materials and Equipment Beneficial to Instruction

I. C., Parochial	I.C. (Sherman, Lowell)	Non-I.C. (Balboa)
H-200 drills Peabody Kits Teacher-made materials	H-200 materials Audio-visual materials used to build basic vocabulary	Teacher-made materials
H-200 materials Long. development games (teacher-made)	H-200 materials "Miami Linguistics" Mexican Textbooks Audio-visual equipment	Teacher-made materials
	H-200 materials Teacher-made materials	
	H-200 materials Materials compiled by Velia Snyder	
	H-200 materials "Introducing English" Audio-visual equipment	

Expressed Needs for Program Improvement

I.C., Parochial	I.C. (Sherman, Lowell)	Non-I.C. (Balboa)
Supplemental H-200 materials Spanish-English Dictionaries for primary level Gaming materials to augment H-200 drills	Lower teacher/pupil ratio (15/1) Limitation of 2 grade levels/teacher Arithmetic books in Spanish Stronger bilingual emphasis One full-time aide per teacher	Better communication between bilingual teachers Teacher aides in the classroom A correlated course of study (presently both teachers of Balboa state that they have little sequential instructional outlines)

2. Please describe any pre-service or in-service activities sponsored by the schools in which you have participated, indicating approximate dates and worth.

I.C., Parochial	I.C. (Sherman, Lowell)	Non-I.C. (Balboa)
ESL Workshops were very helpful	ESL Workshops were very helpful	No comments

3. Please indicate if you have been using a teacher assistant or community aide to help you in the classroom. If you have been using a teacher assistant or community aide indicate how they are used.

I.C., Parochial	I.C. (Sherman, Lowell)	Non-I.C. (Balboa)
One school has a community aide. She is used in making home calls, translate notes to parents and assist in small learning groups. The other school has neither a teaching assistant or community aide.	One school has two teaching assistants and two community aides (Sherman). The teachers utilize the teacher assistants as tutors and in small instruction groups. The community aides are used in making home calls, for translation activities and in a community-school liason role. The other school (Lowell) has one community aide who assists in preparing materials for instruction.	Both classrooms have a teacher assistant. The teacher assistant is used to prepare materials and for English drills.

4. Additional pertinent comments deemed worthy of consideration (edited):

"I would like to have more communication with bilingual teachers. I had talks with some. It seems to me that we all have a different way of working with the children, even though the principles and goals are the same."

"Ideally the (ESL) program would be better if I were able to have the children for longer than I do. But, in view of the large number of children in San Diego who need help, I feel that my program functions pretty well."

"We have found milk and cookies to be a good learning experience. We use them as a learning technique for table manners, vocabulary building and sentence structure."

"I believe this (pull-out, as opposed to self-contained program) is better than a self-contained classroom situation because when they (monolingual, Spanish or bilingual, Spanish-English youngsters) are not together, they do not tend to lapse into their mother tongue and they get to hear English sounds of peers."

"My students are strictly monolingual, Spanish-speaking. The program is a joke. Nothing has been delivered to me to develop a cohesive program. My experience is my only source. Resources, materials, assistance, books, equipment ... have been denied me.

I realize that some items are not available. I also know that some are. However, they may as well not be available. For instance, monies are available for teacher aides. My aide comes only for two hours in the morning, although full-time aides for this special project are available. They are being used for other services that are not part of the program.

In addition, we have two grade levels. We have no curriculum nor materials. We have to make our own.

Now, you be the judge. Please tell me how this program could reach its objectives -- to get these students ready for regular classroom as soon as possible. "Those" in charge of the program don't care and don't foster progress. A waste of teaching talent is expanded. We have to let go of teaching and guidance; we have to spend our time on non-essentials. It is a pity as this service is urgently needed and much could be done."

Conclusions:

From this limited survey of teacher opinions on the current status of the ESL program (as of December, 1970) the following conclusions may be drawn:

1. ESL instruction is moderately diversified among the classrooms interviewed. Teachers are not required to follow any one specified curriculum. Some teachers fault the schools for this. The majority do not and prefer to use their own materials found useful through experience.

2. Where H-200 materials are used, they are used most effectively in the ESL classroom when the entire "H-200 kits" are available. Teachers who use H-200 curricular guides stated that they found planning much more difficult when accompanying materials could not be obtained by their school.

3. The majority of teachers surveyed indicated that the worth of a successful ESL program should be based upon the degree to which a youngster comprehends when he is placed in an English-speaking classroom. However, they also state that they have not found one standardized instrument useful for either grouping pupils for instruction or validly predicting success in the English-speaking classroom. Up to this point, each teacher relies on his own definitions of their pupils' ability to speak English.

4. The majority of teachers who use the H-200 placement test for diagnostic purposes and to measure achievement gain feel that it should be given only if H-200 materials and lessons are conjunctively utilized. Their opinion is that the test is very specific to its own lesson outline and, for this reason, should be used with caution in predicting the success of lower elementary English-speaking abilities.

5. As was stated above, the only rationale used in predicting the academic success of a sixth grade pupil has been the elementary teachers' individual estimation of the pupil's ability to speak English. There are indications, however, that such estimates are not given to junior high school personnel when the sixth grade pupil enters the seventh grade.

6. ESL workshops sponsored by the Bilingual Center have been highly valued by the ESL teachers, both as a dissemination device for materials and as a host for professional discussions of techniques.

7. Overall, the ESL program at the elementary level is considered by most teachers surveyed to be a moderate success. Most teachers agree that federally-funded programs have assisted Inner City schools to adequately staff ESL classes with teacher assistants and community aides. The majority opinion is that these individuals have been helpful in the preparation of

materials and in parent-teacher-child relations. If paraprofessionals had not been assigned to these classrooms, it is probable that the existing ESL materials furnished by the City Schools would be inadequate for the present level of instruction. If the elementary ESL program is to be reviewed and improved in the near future, the teachers involved in this study feel that first considerations should be given to (1) the purchase of supplemental H-200 materials (or a similar, complete ESL program package), (2) the continued use of in-service workshops and (3) the reduction of class size to 15 pupils per teacher.

APPENDIX C

Summary of the Social-Emotional Climate Index Classifications

by

John Withall, Ph. D.

Criteria of Teacher-Statement Categories

1. LEARNER SUPPORTIVE statements or questions

These are teacher-statements or questions that express agreement with the ideas, actions or opinions of the learner, or that commend or reassure the learner. Agreement is frequently expressed by a monosyllabic response such as "Yes," "Right," "Uhuhuh," and the like. Commendation or reassurance may be stated in terms of:

a. class-accepted criteria or goals
   or
b. the private goals and subjective criteria of the teacher.

The dominant intent of these statements or questions is to praise, encourage or bolster the learner.

2. ACCEPTANT or CLARIFYING statements or questions

These are teacher-statements or questions which either:

a. accept, that is, evidence considerable understanding by the teacher of,
   or
b. clarify, that is, restate clearly and succintly in the teacher's words

the ideational or the feeling content of the learner's statement. The dominant intent of these teacher-responses is to help the learner to gain insight into his problem, that is, define his "real" problem and its solution in more operational terms.

3. PROBLEM-STRUCTURING statements or questions

Problem-structuring responses by the teacher offer facts or ideas or opinions to the learner about

a. phenonema

b. procedures

in a non-threatening and objective manner. These responses contain NO element of advising or recommending the adoption of certain ideas or procedures. Problem-structuring responses are frequently posed as questions which seek further information from the learner about the problem confronting him; or they may be statements which offer information to the learner about his problem. The learner is free to accept or to reject in part or in entirety the facts or opinions that are presented to him. Problem-structuring responses may be questions which the teacher asks (1) to further increase her own understanding of what the learner has said, or (2) to increase the precision of the learner's statement of the problem. Problem-structuring responses are problem-centered rather than either teacher or learner-centered; nevertheless, they do tend to sustain the learner by facilitating his problem-solving activities.

4. NEUTRAL statements evidencing no supportive intent

These statements are neither teacher-sustaining, nor learner-sustaining nor problem-centered. They constitute a small percentage of the total teacher-responses. These responses include statements in which the teacher: (1) questions herself aloud; (2) repeats verbatim a statement that the learner has just made; (3) uses a polite formality, et cetera. Statements having to do with administrative procedure--the room in which the class will meet, the hour at which a conference will occur--(especially after consensus has been achieved), fall into this category.

5. DIRECTIVE statements or questions

These are teacher-statements or questions which advise the learner regarding a course of action or his future behavior and which narrowly limit his choice or offer no choice. These statements recommend to the learner the facts or procedures that the teacher proffers him. These statements or questions convey the impression to the learner that the teacher expects and hopes that he will follow her prompting and that she will approve if he does. The intent of these responses is to have the learner take up the teacher's point of view and pursue a course of action that she advocates.

6. REPROVING, DISAPPROVING or DISPARAGING statements or questions

By means of these statements a teacher may express complete or partial disapproval of the ideas, behavior, and, to her, personality weaknesses of the learner. The teacher's internalized societal values largely enter into these responses. By means of these statements some teachers believe they are fulfilling their responsibility of inculcating in young people society's standards of acceptable and desirable behavior and achievement. The intent of these statements is:

a. to represent to the learner societal values as the teacher sees them;

b. to admonish the learner for unacceptable behavior and to deter him from repeating it in the future;

c. to impress on the learner the fact that he has not met the criteria for successful achievement which the teacher accepts.

7. TEACHER-SUPPORTIVE statements or questions

These are statements or questions in which the teacher refers to herself and expresses a defensive attitude, or refers to her present or past interests, activities or possessions with the purpose of reassuring herself and of confirming her position or her ideas in the eyes of those around her. The dominant intent of these teacher-responses is to assert, to defend or to justify the teacher. Statements in which the teacher perseverates on an idea, a belief or a suggestion would fall in this category. By "perseveration" is meant a persisting in, a reiteration of, and rigid advocacy of an idea or opinion by the teacher despite additional data being presented to her which calls for a re-examination of the original idea or opinion.

Appendix D

Specimen Copy, Inner City Project Newsletter
(June, 1971)

Inner City Project monthly news

Vol. 3, No. 4 June, 1971 San Diego, California

Polishing shoes is only one of a variety of interesting activities in a Burbank School pre-kindergarten class. Stella Smith works on shoes with the help of her teacher Mrs. Margaret Goodwin.

Bolear zapatos es solo una de la variedad de actividades interesantes, en una clase de Pre-kindergarten de la Escuela Burbank. Stella Smith trabaja en los zapatos, con la ayuda de su maestra, Sra. Margaret Goodwin.

A welding project in a metal shop class at Memorial Junior High captures the interest of students, from left: Lawrence Davis, Lawrence Smith, Sergio Vasquez, Eddie Rodriguez, Dominic Monreal, Mr. Witt, aide; and Anthony Gee. Shop teacher is Dan Naylor.

Un proyecto de soldadura, en una clase de taller de metales, en la Escuela Secundaria Junior Memorial, capta el interes de los estudiantes; de la izquierda: Lawrence Davis, Lawrence Smith, Sergio Vasquez, Eddie Rodriguez, Dominic Monreal, Sr. Witt, ayudante; y Anthony Gee. El maestro de taller es Dan Naylor.

Rev. Oxley Honors "Inner City" Group

Dear Friends:

As the curtain falls on act three of an enjoyable venture I can feel the loneliness of the days ahead. We have spent three fruitful years together in this new experience in Inner City education.

I have been honored in each of these years with the chairmanship of the Project Advisory Board--a great group--and my gratitude and pleasure cannot be expressed in this brief message.

We have shown the nation that community education centers can be functional and harmonious. We hope that the community concern and participation in the affairs of our schools will be a never ending task.

In behalf of the Project Board, I wish to express appreciation to all who have participated in the Inner City Project--the parents, students, school staffs, community representatives and the Project staff.

My prayer is that God will concern the hearts and minds of those who are in positions of power to terminate, to use that same power to start a similar venture in the fall of 1971.

Respectfully yours,
Rev. James H. Oxley

These eager readers in Mrs. Ruth Bohan's first grade class at Crockett School benefit from the latest materials and equipment. Seated is Joanne Salvio and standing, at the left, Carol Cabrera with Nenita Mortera.

Estos ansiosos lectores, de la clase de primer grado de la Sra. Ruth Bohan, en la Escuela Crockett, se benefician con los mas modernos materiales y equipos. Sentada, esta Joanne Salvio, y de pie, a la izquierda, Carol Cabrera con Nenita Mortera.

Inner City Project

PROYECTO
EDUCACIONAL
INNER CITY

NOTICIAS PARA EL PUEBLO
Carta Informativa Mensual

Vol. 3, No. 4 Junio, 1971 San Diego, California

Una colecta de periodicos en la Escuela Lowell, ayudo a reunir fondos para el campamento de los estudiantes del sexto grado, este ano. Ayudando en la campana, estan sentados, de la izquierda: Alex Ferruggia y Roberto Marquez. De pie: Juan Romero, Arnold Lozano, Jose Andrade y Courday Chinchillas. El maestro, Ted Jeanette, fue el coordinador de la existosa campana.

A paper drive at Lowell School helped to raise funds for sixth-grade camp this year. Helping in the campaign were seated, from left: Alex Ferruggia and Roberto Marquez. Standing: Juan Romero, Arnold Lozano, Jose Andrade and Courday Chinchillas. Teacher Ted Janette coordinated the successful drive.

"Vamos a Latino-America" fue el tema de un programa presentado por los estudiantes de la Escuela Sherman, para los padres de familia. Las bailarinas con trajes regionales son, de la izquierda: Bernadette Goff, Vivian Rodriguez, Kathy Vazquez y Valerie Sharpe. Todas estan en la clase de enriquecimiento de la Sra. Audrey Chung.

"Vamos a Latina America" was the theme of a program presented by Sherman School students for parents. Costumed dancers were, from left: Bernadette Goff, Vivian Rodriguez, Kathy Vasquez and Valerie Sharpe. All are in Mrs. Audrey Chung's enrichment class.

El Rev. Oxley Honra al Grupo "Inner City"

Queridos Amigos:

Al caer el telón en el tercer acto de esta agradable aventura, puedo sentir la soledad de los días que se avecinan. Hemos pasado juntos tres años fructíferos en esta nueva experiencia en educación, en Inner City.

He sido honrado en cada uno de estos años, con la presidencia del Consejo Directivo del Proyecto -- un gran grupo -- y mi gratitud y placer no pueden expresarse en este breve mensaje.

Hemos demostrado a la nación, que los centros de educación de la comunidad, pueden ser funcionales y armoniosos. Confiamos en que el interés y participación de la comunidad, en los negocios de las escuelas, sea una tarea que nunca termine.

A nombre de la Dirección del Proyecto, deseo expresar mi reconocimiento a todos los que han participado en el Proyecto Inner City -- a los padres, estudiantes, personal de las escuelas, representantes de la comunidad, y al personal del Proyecto.

Mi oración es que Dios mueva los corazones y las mentes de aquellos que están en posición de poder para terminar, para que usen ese mismo poder, para empezar una aventura similar, en el otoño de 1971.

Respetuosamente de Uds.,
Rev. James H. Oxley
Presidente
Junta Consultiva del Proyecto

Estas presidentes anteriores de PTA, de Burbank-Crockett-Logan, fueron honrades en un programa reciente de "Founders' Day". Las damas fueron presentados por la Sra. Macy Lee Jackson, presidente actual, la ultima a la derecha. En linea, de la izquierda, estpn: Sra. Fisher, Sra. Simmons, Sra. Boliver, Sra. Williams, Sra. Hunn, Sra. Bell, Sra. Thornton y Sra. Grundy.

These past presidents of the Burbank-Crockett-Logan PTA were honored at a recent Founders' Day program. The ladies were introduced by Mrs. Macy Lee Jackson, current president, at the far right. In line, from the left, are: Mrs. Fisher, Mrs. Simmons, Mrs. Boliver, Mrs. Williams, Mrs. Hunn, Mrs. Bell, Mrs. Thornton and Mrs. Grundy.

Aprenda Inglés Gratis en TV

CLASES GRATIS
Inglés Como Segundo Lenguaje
Salón de Clase de TV, Canal 8
Cada Viernes en la mañana 6:30 a 7:00 A.M.
Empezando el 11 de Junio, por diez semanas
Para inscribirse llame al
Tel. 233-0181, Ext. 55
o escriba a
SALON DE CLASE DE TV
835 12th. Ave.
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(No se cobra por matrícula o materiales)

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FREE CLASSES
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TV Classroom, Channel 8
Every Friday morning, 6:30 to 7:00 a.m.
Starting June 11, for ten weeks
To register call 233-0181, ext. 55
or write to
TV CLASSROOM
835 12th Avenue
San Diego, Calif. 92101
(No charge for registration or materials)

Una conferancia informal acerca del catalogo de tarjetas, tuvo lugar en el Centro de Recursos de Aprendizaje, en la Escuela Secundaria San Diego, (Biblioteca). Las participantes son, de la izquierda: Sra. Arenas, Sra. Garcia, ayudantes de la comunidad, del Proyecto Inner City; Sra. Hepton, empleada; Sandi Wister, estudiante voluntaria; y Sra. Pabst, bibliotecaria. No retratada: Teresa Martinez, ayudante de instruccion.

An informal conference is held around the card catalog at the San Diego High "Learning Resource Center" (library). Participants are, from left: Mrs. Arenas, Mrs. Garcia, Inner City Project community aides; Mrs. Hepton, clerk; Sandi Wister, student volunteer; and Mrs. Pabst, librarian. Not pictured: Teresa Martinez, instructional aide.

FELIZ VERANO
HAPPY SUMMER

Apoye su Consejo Consultivo de Padres de Familia

Esta es una publicación del proyecto "Inner City"
Escuelas de la ciudad de San Diego: 234-7945
Henry Nakasone, Editor;
Sra. Loretta Burke, Sra. Rosario Marquez, Traductoras

This is a publication of the Inner City Project
San Diego City Schools, 234-7945
Henry Nakasone, Editor;
Mrs. Loretta Burke, Mrs. Rosario Marquez, Translators

Inner City Project
2952 National Avenue
San Diego, California 92113

Appendix E

Sample Information Packet used by PAC in funds allocation

SAN DIEGO HIGH SCHOOL PARENT ADVISORY COUNCIL

100% budget allocation, 1970-71: $15,291.00

Category	Amounts spent or encumbered	Category totals
200. Instruction		
Supplies	$ 921.44	
Books	757.18	
Equipment rental	1,163.75	
Service policy	285.00	
Audio-visual (film rental & purchase)	566.77	
Other Expense:		
Marine Encampment	270.00	
Track Meet	100.00	
Swimming lessons	850.50	
Conference (registration)	25.00	
		$ 4,939.64
400. Health		
Dental consultants	600.00	
Nurse's assistant (Community Aide)	2,160.00	
Mileage for nurse's assistant	200.00	
		2,960.00
500. Transportation		
Bus tokens	100.00	
Bus transportation	1,547.00	
		1,647.00
600. Plant Operation		
Telephone	158.10	
		158.10
	Total..........	$ 9,704.74
	100% budget....	15,291.00
	BALANCE AT 12/3/70.....	$ 5,586.26

SAN DIEGO HIGH SCHOOL PARENT ADVISORY COUNCIL

Final Budget Figures, 1970-71

FIGURES IN PARENTHESES INDICATE AMOUNTS SPENT OR ENCUMBERED TO DATE

Supplies ($921.44)	
Books ($757.18)	
Equipment Rental ($1,163.75)	1,163.75
Service Policy ($285.00)	285.00
Audio Visual ($566.77)	
Other Expenses Marine Encampment ($270.00) Track Meet Expenses ($100.00) Swimming Lessons ($850.50)	1,220.50
Conference registration ($25.00)	
Nurse's Assistant ($2160.00)	2,160.00
Mileage for Nurse's Assistant ($200.00)	200.00
Dental Consultants ($600.00)	600.00
Transportation Bus tokens ($100.00) Field Trips ($1,547.00)	
Telephones ($158.10)	158.10
Tickets	
Performers & Consultants	
TOTAL	15,291.00

AGENDA

PARENT ADVISORY COUNCIL
December 3, 1970

I. CALL TO ORDER AND INTRODUCTIONS

II. NEW BUSINESS

   A. PROPOSALS

      1. Proposal #30 - Mrs. Glenn - Learning Packets for Tutorial Program
      2. Proposal #31 - Coach Harris - football tickets
      3. Proposal #32 - Coach Todd - film
      4. Proposal #33 - Mr. Lopez (Mr. Gamboa) - tickets to Misa Criolla
      5. Proposal #34 - Mr. Gamboa - translator

   B. APPROVAL OF MINUTES

   C. PAC RECOMMENDATION TO S.D.H.S. ADMINISTRATION AND FACULTY

   D. CONSIDERATION OF PROPOSALS

   E. FINAL BUDGET FIGURES

III. OLD BUSINESS

   A. DISCUSSION OF DISTRIBUTION CENTER FOR MATERIALS PURCHASED WITH PAC FUNDS (OR ALTERNATIVE)

   B. FOLLOW-UP ON PAPERBACKS

PROPOSAL TO PARENT ADVISORY COUNCIL OF INNER CITY PROJECT #32
San Diego High School

A. INFORMATION FOR IDENTIFICATION PURPOSES:

1. NAME OF PERSON SUBMITTING PROPOSAL: Gary Todd

2. DEPARTMENT: Boys' Physical Education DATE: November 24, 1970

B. PROPOSAL:

Would like to obtain a Korney Jump Rack for physical education testing of all boys, and three sets of film for purposes of instruction in the Basketball program.

1. PURPOSE OF PROPOSAL:

Will provide students with a means of measuring their jumping ability and provide some self-motivation to improve in this area. We have no way of testing our students in this area of physical fitness at the present time. All boys at SDHS will be affected. The film will help tremendously in fielding a better Basketball team at San Diego High.

2. WHAT IS NEEDED?

One Korney Jump Rack @ $39.95

Three sets of Super 8 mm film @ $30.00 a set

TOTAL: 129.95

3. WHO WILL PRESENT PROPOSAL AT PAC MEETING?

Gary Todd

a. TIME NEEDED:

Approximately 5 minutes

Appendix F

1970-71 Inner City Process Evaluation Questionnaire

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS
SAN DIEGO 3, CALIFORNIA

STUDENT SERVICES DIVISION
Testing Services

Dear Inner City Staff Member:

As you probably know you are one of approximately three hundred teachers involved in this year's Inner City Project. Because you continually work with the same individual children and young adults who are supposed to benefit from the services provided through Inner City Project funding, you and your pupils are in the best position to evaluate program worth.

Therefore, would you please take ten minutes from your busy schedule to indicate on the enclosed checklist your opinion of activity effectiveness relative to the objectives of this year's program. I have tried to make the directions explicit, but I also realize that there are always problems in communication whenever someone writes to instead of talks with another colleague. If you experience problems of any kind feel free to call 298-4681, Extension 406 for clarification.

Once again, your opinions are an integral part of the 1970-71 evaluation effort. Without knowing what educators think of this program the Inner City Project staff will have to resort to secondary sources far removed from the classroom. I'm sure you will agree that this is less desirable than utilizing your professional opinions.

Sincerely,

Michael LaBay
Program Evaluator

P.S. The 1969-70 Inner City Evaluation has been published and is available through your school principal.

ML:cn
10/29/70

SAN DIEGO CITY SCHOOLS
Testing Services Department
INNER CITY EVALUATION UNIT

PROGRAM QUESTIONNAIRE

To the School Staff:

Enclosed is a checklist to be used during the 1970-71 school year in monitoring the effectiveness of activities associated with the Inner City Program. The time of completion is approximately six minutes.

You will find that each activity is stated with reference to a specific goal. You are asked to judge the effectiveness of each activity according to whether you feel it is beneficial in helping the district attain these goals.

If you have been associated with any of the activities listed, simply check the "Involved" column and one of the five categories which best represents your opionion of its effectiveness.

If you have not been involved in the activity, please check the "Not Involved" column and leave the appropriate response category row blank.

You will notice that many activities are specific to certain schools. If a school is identified under the activity category please evaluate its effectiveness only if you are from that school.

The checklist is anonymous. It will in no way be used to evaluate individual performance. The checklist will be distributed and analyzed by the Program Evaluator, Inner City Project. Your responses will be classified only according to role within your school. Results will be tabulated in condensed form, then given to the project staff as an aid in defining potential problems.

Through this diagnosis it is hoped that your expertise will be used most effectively in identifying both positive and negative aspects of the program. Please return the enclosed checklist by January 15, 1971.

Thank you for your efforts.

Michael LaBay
Program Evaluator
Inner City Project

Approved:

Norman Hauser

ML:cn

SAN DIEGO CITY SCHOOLS
Testing Services Department
INNER CITY EVALUATION UNIT

Please indicate your role within the school.

_____ administrator

_____ counselor

_____ classroom teacher

_____ auxiliary teacher

_____ teacher assistant

_____ other: please identify position

____

Directions: If you have been associated with any of the activities listed, check the "Involved" column and one of the five categories which best represents your opinion of its effectiveness.

If you have not been involved in the activity, please check the "Not Involved" column and leave the appropriate response category row blank.

If you know that the activity is not longer functioning in your school, please draw a line through the activity.

If you feel that you cannot convey your opinion of an activity through the checklist, feel free to use the "comment" section provided for each of the six goals.

Goal 1: To improve the level of involvement between parents, the school, and the community.

				Degree of Effectiveness				
	Involved	Not Involved	Activities	Very High	High	Moderate	Low	None
(1)	____	____	Project Advisory Board					
(2)	____	____	Parent Advisory Council					
(3)	____	____	Parent Counselors (Logan, Memorial)					
(4)	____	____	Ethno-Cultural Activities					
(5)	____	____	Communication Circulars					
(6)	____	____	Community Aides					
(7)	____	____	Clerical Help					
(8)	____	____	School Workshops for Teachers, Students and Community (San Diego)					

Comments: ____

____

____

____

____

Goal 2: To provide effective English as a Secondary Language (ESL) and Bilingual Instruction.

				Degree of Effectivenes				
	Involved	Not Involved	Activities	Very High	High	Moderate	Low	None
(1)	____	____	English as a Second Language (ESL)					
(2)	____	____	ESL-Redeployment Kindergarten (Sherman)					
(3)	____	____	Bilingual Instruction in Academic Subjects (San Diego, Memorial)					
(4)	____	____	Language Power Program (Burbank)					
(5)	____	____	Elementary Bilingual Program (Lowell)					

Comments: ____

____

____

____

____

Goal 3: To provide effective motivational, personal, educational and career counseling.

	Involved	Not Involved	Activities	Degree of Effectiveness: Very High	High	Moderate	Low	None
(1)	____	____	Career Motivation Activities (Logan, Lowell, Sherman, Memorial)					
(2)	____	____	District Counselor (Memorial)					
(3)	____	____	Elementary Counselor					
(4)	____	____	Motivational Advisors (Memorial, San Diego)					
(5)	____	____	Work-Study Program (Logan, Memorial, San Diego)					
(6)	____	____	Educable Mentally Retarded (Sherman) Redeployment into Regular Classrooms					
(7)	____	____	Educationally Handicapped Classes for Children Previously Identified as EMR (Lowell)					
(8)	____	____	Black and Chicano Studies Program (Memorial and San Diego)					
(9)	____	____	Performing Artists					
(10)	____	____	Counseling Expansion Program (San Diego)					
(11)	____	____	Reduction in Tracking (San Diego)					

Comments: ____

Goal 4: To provide adequate health and nutritional services that support the physical well-being and vigor of children.

Degree of Effectiveness

	Involved	Not Involved	Activities	Very High	High	Moderate	Low	None
(1)	____	____	Dental Program (Logan, Memorial, San Diego)					
(2)	____	____	Lunch Program (Free)					
(3)	____	____	Lunch Program (Reduced Cost)					
(4)	____	____	Swimming Program (Memorial, San Diego)					
(5)	____	____	Telebinocular and Titmus Vision Testing (Memorial)					
(6)	____	____	Playground Equipment (Crockett, Logan)					

Comments: ____

____

____

____

____

Goal 5: To increase sensitivity and receptiveness to the problems of students and parents on the part of staff members in the schools.

				Degree of Effectiveness				
	Involved	Not Involved	Activities	Very High	High	Moderate	Low	None
(1)	____	____	Administrative Intern (San Diego)					
(2)	____	____	Open House Programs					
(3)	____	____	New Teacher Orientation					
(4)	____	____	Spanish Instruction for Teachers					
(5)	____	____	Teacher Assistants					
(6)	____	____	Teacher Development Program-Social Studies (San Diego)					
(7)	____	____	Training Program for Instructional and Community Aide (Memorial)					

Comments: ____

____

____

____

____

Goal 6: To improve the academic performance of elementary and secondary students.

				Degree of Effectiveness				
	Involved	Not Involved	Activities	Very High	High	Moderate	Low	None
(1)	____	____	Field Trips					
(2)	____	____	Teacher Assistants					
(3)	____	____	Tutoring Program					
(4)	____	____	Math Computer Program (San Diego)					
(5)	____	____	Multimedia Center (San Diego)					
(6)	____	____	Nova Project (San Diego)					
(7)	____	____	Project English (San Diego)					
(8)	____	____	Black and Chicano Studies Program (Memorial, San Diego)					
(9)	____	____	Non-Graded Primary Program (Logan)					
(10)	____	____	Programmed Reading Materials (Logan, Sherman)					
(11)	____	____	Departmental Program - Sixth Grade (Logan, Sherman)					
(12)	____	____	Enrichment Classes - Grades 3, 5, 6 (Logan, Sherman)					
(13)	____	____	Miller Math (Sherman)					
(14)	____	____	Music and Math Program (Sherman)					
(15)	____	____	Non-Graded Primary Classes (Sherman)					
(16)	____	____	Follett Language Program (Lowell)					
(17)	____	____	Pilot Project - Social Studies (Lowell)					

Cont'd. Goal 6: To improve the academic performances of elementary and secondary students.

	Involved	Not Involved	Activities	Degree of Effectiveness				
				Very High	High	Moderate	Low	None
(18)	____	____	Redeployment Reading (Logan, Lowell)					
(19)	____	____	Prekindergarten (Crockett, Lowell)					
(20)	____	____	Reteaching Reading (Lowell only)					
(21)	____	____	Reteaching Reading (Other Schools)					

Comments: ____

Please use the enclosed envelope to return your checklist to Testing Services, Education Center, B-4.

Appendix G

Letters of introduction used in securing information from site personnel

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS
SAN DIEGO 3, CALIFORNIA

STUDENT SERVICES DIVISION
Testing Services

November 25, 1970

As part of this year's Inner City Project evaluation your class has been randomly selected as one of fifty other individual classes to participate in a visitation and interview schedule. The object of the class visit is to ascertain the extent of teacher-pupil interaction within each of the classrooms. The objective of the interview schedule is to give you a chance to state your views on certain aspects of the 1970-71 Inner City Project.

This information, together with semester activity checklist forms, standardized test scores, grade point averages and end-of-year staff questionnaires results will be the heart of this year's Title III evaluation.

It should be stressed that the job of Program Evaluator is to evaluate the extent of project goal attainment, not to evaluate instructional technique. All visitations will be conducted with this qualification and with the approval of your Principal. Visitations will be conducted discretely and in a manner that will not interrupt classroom routine. The information obtained from such visits will consist of interaction profile indices, and will not be used in any way to define teaching competence.

Enclosed you will find a visitation schedule. Please note the time and date of your two class visits (the end-of-year interview date will be discussed at the time of the first interview.) If there is a conflict, and your class will not be available on the dates indicated, please contact Mike LaBay, Extension 406, Education Center by November 27, 1970.

Thank you for your cooperation.

Michael LaBay
Program Evaluator
Inner City Project

ML:cn
11/6/70

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS
SAN DIEGO 3, CALIFORNIA

STUDENT SERVICES DIVISION
Testing Services

November 11, 1970

Since your school has activities funded under the 1970-71 ESEA Title III Project, there are a few tasks that the Inner City Office must perform within your school as part of its third year evaluation. Most of these tasks will be accomplished by Michael LaBay, the Inner City Project Evaluator. However, one phase of the evaluation specifically requires your assistance.

As part of the context evaluation, it would be most helpful if you would furnish the following information:

(1) An itemization of your Community Coordinator, Community Aides, Teacher Assistant, and Teacher Aide positions with reference to:

  (a) Names and assignments

  (b) The number of hours per week that the individual in (a) has been assigned to your school

(2) A description of any job orientation and/or training sessions for paraprofessional staff members that have been or will be held at your school site this year. This description should include:

  (a) Type of activity

  (b) Number of participants and their positions

  (c) Dates of the meeting

(3) A description of the home visitation requirements of your community aides. This description should include:

  (a) Proposed visitation schedule

  (b) Purpose of the visitations

  (c) Number of aides specifically assigned to the home visitation program

(4) A listing of your counseling staff who have responsibility under the following:

  (a) motivational counseling

  (b) personal counseling

  (c) educational counseling

  (d) career counseling

(5) A description of the health and nutritional services that your school provides through Inner City funding over that provided by the district.

The above information is needed to substantiate expenditures with services provided within your school. This is an important part of the context evaluation section of the 1970-71 evaluation report and cannot be accomplished accurately without your assistance.

Secondly, as part of this year's product evaluation, the Evaluator of the Inner City Project is planning a pre-post 25% sample classroom visitation schedule within your school. These visitations are required in order to ascertain the degree of teacher-pupil interaction in classroom situations. One of the goals of this year's Inner City Project is to increase the empathy between school staff members and pupils. Through the classroom visitations an attempt will be made to define attitudinal changes from the end of the first to the end of the second semester.

Because there are over 50 classes in the total sample, the amount of time devoted to this phase of the evaluation is considerable. Therefore, in order to facilitate visitation scheduling and confirm visitation dates, it would be helpful if you would allow the Inner City Program Evaluator to contact through district mail the teachers appearing on the enclosed list, confirm a first and second semester visitation date, and explain to them their role in this phase of the evaluation.

In general, it will be stressed that the Program Evaluator will be present for the purpose of evaluating project goals, not instructional technique. Each teacher will be told the purpose of the visits, and will be assured that:

(1) All visitations will be conducted by the Program Evaluator, Michael LaBay.

(2) The classroom observer will be discretely seated in the classroom for approximately twenty minutes, and will not interrupt classroom routine.

(3) The information obtained from such visits will consist of interaction profile indices, and will not be used in any way to define teaching competence.

The descriptive information from your office and the class visitations will be supplemented with semester activity evaluation forms, standardized test scores, G.P.A. data and end-of-year staff questionnaires. If you have any questions regarding your part in the evaluation please contact Mike LaBay, Extension 406, Education Center.

Please return the enclosed Principal Information Sheets to Mike LaBay, Testing Services, Bungalow 4, Education Center, by November 24, 1970.

Michael J. LaBay
Program Evaluator
Inner City Project

Approved:

Norman Houser

Norman Houser
Director
Inner City Project

ML:cn
11/5/70

PRINCIPAL INFORMATION SHEET
Inner City Project

(1) Itemization of Community Coordinator, Community Aide, Teacher Assistant and Teacher Aide positions.

Name	Title	Number hours/week assigned to the school

(2) Job orientation and/or training sessions for paraprofessionals.

Type of Activity	Number of Participants	Positions of Participants	Meeting Dates

(3) Home visitation requirements of Community Aides.

Visitation Schedule

Purpose of the Visitations

(3) Home visitation requirements of Community Aides. (cont'd)

Number of Community Aides
Specifically Assigned to the Visitation Program

(4) Counseling staff definition:

Name	Responsibility (Motivational, personal, educational or career counseling)

(5) Health and nutritional services definition.

Service Itemization

(1)

(2)

(3)

(4)

(5)

- -

The classroom visitation schedule, as defined in context of the 1970-71 Inner City Evaluation has been approved for implementation.

Name ______________________________ Date ______________

Appendix H

Job Orientation and/or Training Sessions for Paraprofessionals by School, as given by the site principal

School	Types of Activities	Total Number of Participants	Positions of Participants	Meeting Dates
Burbank	Workshop: Overview of Program	11	Teacher aides Teacher trainees Teacher assistants	9/22/70
	Workshop: Operation of A-V equipment	10	Teacher assistants	9/28/70
	Workshop: Creative Language Program	11	Teacher assistants	10/6/70
	Workshop: Listening Center	11	Teacher assistants	10/13/70
	Workshop: Small group instruction	10	Teacher assistants	10/20/70
	Workshop: Supplemental Instructional Aides	11	Teacher assistants	10/27/70
Crockett	Workshop: Orientation	32	Instructional aides	9/15/70
	Workshop: Orientation	36	Instructional aides	9/22/70
	Workshop: Instructional Training	36	Instructional aides	9/28/70
	Workshop: Instructional Training	36	Instructional aides	10/19/70
Logan	Informal meetings with participating teachers and site administrators on teaching techniques and community relations	5	Instructional aides	unscheduled
Lowell	Tour of Facilities	3	Instructional aides	9/22/70
	Informal meetings on an individual basis	3	Instructional aides	
		3	Instructional aide trainees	unscheduled
		1	Student helper	
Sherman	No information given by the principal			
Memorial	General Orientation	8	Community aides	9/11/70
	General Orientation	4	Teacher assistants	9/13/70
	Instructional Workshop	12		
	Instructional Workshop	6	Teacher assistants	9/24/70
	Instructional Workshop	6	Community aides	10/1/70
San Diego	Orientation to school program by the supervising office and department heads	13	All Paraprofessionals	unscheduled

Appendix I

Definition of Special Programs, Services, Personnel, Materials and Equipment in Inner City Project Schools from 1968 through 1971

SAN DIEGO CITY SCHOOLS
INNER CITY PROJECT

DEFINITION
OF
SPECIAL PROGRAMS, SERVICES, PERSONNEL, MATERIALS AND EQUIPMENT
IN
INNER CITY PROJECT SCHOOLS
FROM 1968 THROUGH 1971

1. Additional Staff. During all three years of the Inner City Project, all seven of the Inner City schools received various types and amounts of staffing above district formula. In some cases it amounted to extra days of psychological or nursing service, and in other instances additional full-time teachers, advisors, administrators or clerks were assigned to the schools.

2. Administrative Intern Program. Agreement between the San Diego City Schools and an institution of higher education permitted candidates for administrative credentials to serve in an administrative capacity while completing work on the state credential. San Diego High had two such interns from different ethnic minorities serving as vice principals. One of these completed the program and became one of the first in the State to receive an administrative credential in this manner. This process made it possible to move able members of ethnic minorities into leadership positions more quickly than was previously the case. The salary of one intern was covered entirely by Inner City funds and the other was funded by Inner City and the district.

3. Aides - Instructional and Community. The Inner City schools hired many people indigenous to the community to serve as instructional and community aides. Because of language and culture, many of these aides identified well with minority students. More than $70,000 was paid to some 90 aides during the first year of the project. Because of a curtailed project budget, the number of aides employed by Inner City funds dropped to between 50 and 60 during the second and third year.

4. Art Exhibit - "Color Me Creative." From March 24-29, 1969, the Fiesta Room of the May Company, Mission Valley, was the setting for an exhibit of student art and a photo montage representing the seven Inner City Project schools. Live student art demonstrations were also featured. Teachers brought their classes to the exhibit and later toured the shopping center. For many students, it was a first visit to the center. Total visitor count was 1,020 adults and 568 students. The exhibit was an excellent medium for telling the Inner City story to the public. The response to the show was highly enthusiastic on the part of the students, teachers, parents and the public. An educational TV station (Channel 15) filmed and featured the exhibit on their weekly program "San Diego At Large." Joseph Nyiri, district art resource teacher, coordinated and mounted this successful art exhibit.

5. Artist in Residence Program. This unique program at San Diego High School provided a professional artist of recognized stature to work

with groups of students, lecture, and provide inservice education for art teachers.

6. Bilingual Instruction in Academic Subjects. Some very able students arrive in this country with very limited ability in the English language. So that, while learning English, they do not fall behind in other academic courses, the Inner City Project increased the course offerings in which the teacher provides instruction in both Spanish and English. San Diego High offered bilingual instruction in chemistry, general math, algebra, U.S. History, biology, science problems American government and Chicano studies. In addition, high school textbooks written in Spanish were provided for classes in physics, typing, geometry, bookkeeping, electricity and first aid. Bilingual teacher assistants were assigned in strategic sections where teachers did not speak Spanish.

   Memorial Junior High School had bilingual instruction in seventh- and ninth-grade Chicano studies, ungraded social studies, reading, and beginning and intermediate math and English. Funds for books written in Spanish came largely from the Inner City budget. A bilingual teacher assistant was also assigned to help the teacher in the area of home economics.

   Lowell Elementary School had bilingual instruction in social studies, grades 4, 5, and 6.

7. Bilingual Program (Elementary). All pupils--grades PreK, K, and 1, and some second grade pupils were given instruction in both Spanish and English. In some classes, teachers exchanged pupils for instruction in the second language. In other cases, instruction was given bilingually in a self-contained situation.

8. Career Motivation (Trips to North Island). From December 12, 1968, through April 4, 1969, the entire class of ninth graders of Memorial Junior High (450 boys and girls) toured the Naval Air Station and Naval Air Rework Facility, North Island. Visits were made in weekly groups of 35-40. Last year approximately 425 ninth graders were involved in the same program from October 21 through February 18, 1970.

   In a pilot program during the 1968-69 school year, two sixth grade classes, one each from Lowell and Sherman, took trips to North Island, separate from the junior high group. Because this experiment looked promising, last year all sixth graders from Lowell, Sherman and Logan were included in the North Island experience.

   Goals of the program were: (1) to expose students to the vast industrial command and provide an understanding of the various occupations and skills required to qualify for employment; (2) to encourage students to remain in school and to prepare themselves to be employable individuals in the future; and (3) to stress equal employment opportunities.

   The Navy provided bus transportation and guides at no charge. During 1968-69, the North Island Association, an employee organization, provided lunches. Last year lunches were provided through Memorial's Parent Advisory Council.

The career motivation trips to North Island continued during the third year of the project in the same way as they were conducted during the previous year.

9. Clerical Help (Additional Time). Recognizing greater work loads for the office staff in schools' additional Federal and State programs, schools have requested the services of additional part-time or full-time clerks. In many instances, clerks have provided library services for book collections purchased with ESEA funds.

10. Computer Program - Math Classes. This program incorporated the use of a high speed electric calculator (Programma 101 Olivetti Underwood) in various mathematics classes. The calculator promoted the understanding of equations through student initiative in the programming process. Teachers involved students and classes in the program according to their preference.

11. Communications. Information about the project was disseminated through the following media:

Monthly Newsletter - Five issues were printed and distributed in 1968-69 and four issues in 1969-70. Each issue (four pages) was in English and Spanish. Total copies circulated totaled 72,000 as of January 1, 1971. They were distributed to parents, school staff, community groups, Education Center personnel, out-of-town inquiries, and walk-in public.

Brochure - The brochure "Of Course I Care" detailed the first year accomplishments and activities of the seven Parent Advisory Councils and the Project Advisory Board. Eight thousand copies of the brochure, printed in English and Spanish, had the same distribution as the Newsletter.

Radio - Radio spot announcements, repeated over a period of three weeks, were made on KOGO, KITT, and KSON urging parents to vote in the parents council elections. The open houses were also announced. For the 1970-71 year station XEBG in Tijuana, Mexico, agreed to make Spanish announcements of interest to Spanish-speaking parents, using news copy translated in the Inner City office and sent to the station.

Television - The Sun Up program on Channel 8 TV made several announcements urging a turnout of voters for the parent council elections. Over the three years of the project's operation, the project has been on Channel 8 and Channel 10 TV frequently.

Press - For the two-year period 1968-70, the following newspapers and miscellaneous publications have featured news and photos pertaining to people and events in the project:

	Number of Articles/Photos			Column Inches		
Publication	1968-69	1969-70	Total	1968-69	1969-70	Total
Voice & Viewpoint News	23	35	58	735	1199	1934
San Diego Union	15	19	34	483	780	1263
Evening Tribune	26	32	58	521	694	1215
San Diego Independent	12	12	24	281	175	456
Staff Bulletin	9	13	22	131	343	474
Misc. Publications	7	2	9	200	30	230
Totals	92	113	205	2351	3221	5572

The Inner City Project received international exposure in the August 14, 1970, issue of "The Christian Science Monitor." A full-page spread featured a photo of the Burbank Parent Advisory Council, accompanied by a descriptive article of San Diego's project.

Election posters - Posters (in English and Spanish) for the 1969-70 parent council elections were distributed to schools, and displayed in strategic spots in the community, in supermarkets, grocery stores, churches, Neighborhood House.

12. Counseling Expansion Program. Full-time counselors were assigned at each grade level to augment the traditional three-hour advisors. The motivational advisor time for minority students was doubled during the third year of the project over that of the second year. Four advisors (two Chicano and two Black) served three hours per day in this capacity. Each of the two ethnic groups included a male and a female advisor. One hour was also added to the scholarship advisor's time.

13. Departmental Program. This was a program at Sherman Elementary School for sixth grade pupils. The students were redeployed for instruction in basic subjects of math, language and reading. Each teacher selected one of these areas and taught all three pupil groups in that subject area. This specialization permitted teachers to work in the subjects of greatest interest and competence.

14. Dental Program. Parents felt that there were many students in the Inner City project who had need of dental care. Names of dentists were processed by the school health department and the Board of Education, and school nurses made referrals as necessary. During 1968-69, the Logan Parent Advisory Council provided $360, San Diego $600, and Memorial nearly $5000 for dental care. The Parent Advisory Councils recognized the worth of the program and are continuing with it.

15. District Counselor (Additional Time). Because of the accentuated problems in Inner City schools, it was even more important to have competent, professional people who were able to make home calls and counsel with target students and parents. Because of this, an additional district counselor, was assigned to Memorial during the 1970-71 school year.

16. Inschool Resource Teacher. This resource teacher assisted all teachers of ESEA Title I target students in the selection of materials, coordination of workshops and inservice education.

17. Educable Mentally Retarded--Decertification Program. In the spring of 1969, the Exceptional Child Services Department undertook to survey the ethnic composition of classes for the educable mentally retarded in grades 3, 6 and 9. An effort then was made to reduce to a more normal distribution the percentage of minority children in these classes. Using evaluation reports prepared at the school site, a central committee studied these reports and made recommendations for decertification as educable mentally retarded for children presently in grades 4, 7 and 10. It was recognized that assistant had to be given to these children who were decertified until such time

as the student was able to function independently. This was accomplished through the use of teacher assistants. In a "center school", teachers provided needed supportive instruction in addition to the instruction in the regular classroom.

18. Educable Mentally Retarded Classes--Redeployment into Regular Classrooms. This program attempted to provide opportunities for EMR students to work for a portion of the day in regular grade classrooms. For some students this ammounted to two or three hours per day. Teachers of EMR classes provided instruction for small groups of children in basic skills areas. Children from regular classes also participated in an enrichment program taught by the teacher of the EMR classroom. Children were selected for participation in the program by a committee of teachers. Evaluation of the progress of each child was also directed by this committee.

19. Education Professions Development Act (EPDA)--Inservice Training Program. During the second year of the project, this year-round inservice training program involved the principals and ten teachers each from Balboa and Knox elementary schools and San Diego High. The focus was on improving instructional methods, human relations and community relations. The program included similar training for paraprofessionals and auxiliary personnel from each of these schools.

20. Educationally Handicapped Classes for Children Previously Identified As Educable Mentally Retarded (Experimental). In this experimental program, children previously identified as educable mentally retarded were decertified by a central committee after receiving evaluations from the school. The purpose of the educationally handicapped classes was to provide remedial instruction which may have been caused by a language deficiency problem. From this program, children then were moved into regular classrooms.

21. Elementary Counselor. Under the direction of the principal, the elementary counselor assumes responsibility for the pupil personnel services at the school. Assistance is given to the pupils, parents and teachers in helping pupils make better use of the educational experience and in providing counseling and direction that improve the pupils' relationships to the school. Pilot projects in four elementary schools are very positive in the evaluation of the counselor's services.

22. English As a Second Language. In these classes, children whose native language is other than English, were given systematic instruction in learning to understand and speak English. The class organization varied from a total self-contained situation to various types of pull-out programs where children from regular classrooms worked with the ESL teacher.

23. English As a Second Language--Redeployment Kindergarten. This program was different from other English As a Second Language Classes in that children with little or no English language facility were pulled together for 120 minutes of kindergarten instruction each day. Development of traditional kindergarten concepts were handled in both English and Spanish along with concentrated instruction in English language development. The rest of the daily time allotment was scheduled in the regular kindergarten classrooms.

24. English As a Second Language Traveling Teachers. Three teaching positions as well as three teaching aides were financed by the district. Each traveling teacher had a number of schools within a given area to service. Working with small groups of children, the teacher provided instruction in English. Each ESL teacher also made appropriate parent-school contacts to the non-English-speaking families.

25. Enrichment Class. Pupils were selected for this class on the basis of achievement and potential according to the judgment of teachers, not standardized tests. The program consisted of curriculum similar to that used in district gifted classes and enrichment classes.

26. Ethnic Studies Conference (October 2-5, 1969). Held at Gilman Hot Springs, sponsored by the Foreign Policy Association in conjunction with the city schools. The purpose of the workshop was to explore problems related to Black and Chicano students.

Those attending included staff members from Lincoln and San Diego High Schools, central office, Foreign Policy Association personnel, district social studies resource teachers and students from both high schools.

27. Ethno-Cultural Events and Activities. The Netzea Dance Troupe, 23 dancer-musicians from the Coapa preparatory school in Mexico City, performed for the project schools in February, 1969, sponsored by the County.

1968-69. Musical concerts by Black and Chicano artists--The Rita Moss Trio, Mariachis, Travelers, Bruce Davis Quintet, and the Contemporary Quartet--all professional groups, performed on a rotating schedule for all project schools in February, 1969. Parent Advisory Councils provided part of the funding. Over one-half of the funding was made possible through a generous grant from the American Federation of Musicians, Local 325.

1969-70. Many activities were offered during 1969-70 which involved our minority students as either active participants or interested viewers. Some of these included the Mexican-American Youth Conference in September, an Umoja dance, field trips to the Museum of Man to view a display on Mexico. There were Culture Fairs, assemblies, talent shows, dances and displays.

Black students also had special activities including assemblies, art shows featuring the work of Black artis ts, visits from Black mayors of the U.S. and special events to commemorate special birthdays important to Black students.

28. Equipment. It has become more and more difficult for the district to include funds in the budget for items of equipment. It is important to provide a concentration of effort for disadvantaged students through enrichment, individualized instruction, and experimentation with new and promising equipment and often in greater quantities than district formula allow. Slide viewers, reading and pacing machines, duplicating equipment, projectors of all kinds, musical instruments, listening posts, language masters, bookcases, welding

equipment, swing sets, cameras and dozens of other items have been made available through Inner City basic and Parent Advisory Council. funds.

29. Field Trips. Field trips paid for by district funds have been severely curtailed during recent years. Field trips are particularly valuable to students who live in disadvantaged areas. It is fortunate, therefore, that nearly $15,000 of Inner City and Senate Bill 28 funds were available during the 1968-69 school year to support field trips for students in the Inner City schools. Trips have been taken to a wide variety of places including the Superior Court, San Onafre Nuclear Station, the snow, tide pools, Inner City Art Show at the Mission Valley Center, and City Council meetings.

30. Follett Language Program. Seven teachers used the Follett instruction program during the 1970-71 year. The classrooms involved included pupils from all grades 1-6. The emphasis was upon oral language development. The series was not in general use in the district but was being considered.

31. Follow-Through Program. At Crockett and Sherman elementary schools. The San Diego program has been in operation since September, 1967. Kindergarten: 300 minutes, 9:00-2:00 single session; other grades within normal district allotments. The curriculum is basic district with variations based on small group instruction. Among the goals:

  - To enable children from areas of poverty to develop and maintain learning skills commensurate with grade-level expectations.
  - To encourage parental understanding of the role of the school.
  - To provide health services.
  - To raise the level of aspiration of pupils and parents.

32. Girls' Drill Team. Under teacher leadership, a drill team composed of about forty sixth grade girls was organized at Logan Elementary School. The team practiced after school hours and has given many exhibitions of their routines at various schools throughout the district.

33. Human Relations Workshop. As a part of the inservice education program for teachers within the Inner City Project, a problem-solving training situation was contracted for with an ethnically integrated management consulting firm. Approximately 130 teachers participated in the training program held at four times during April and May, 1969, each workshop lasting two days. An outcome of the workshops was the designation of a task force to identify and give priority to identified problems. One outcome of the task force was a preorientation program for teachers new to the Inner City Project schools. Evaluations of the human relations workshop and the preorientation for new teachers have been positive.

In addition, San Diego High School conducted a Summer (1970) Workshop centered around its own unique problems. Proposals were made to the school as a whole and the group continued to function during the 1971 year, involving students, teachers and parents.

34. Instructional Concepts Program. Using a program developed by the Southwest Regional Laboratory for Educational Research and Development, young children learned standard English names of concepts that are important to success in school. The 99 concepts included in the program covered dimensions of color, size, shape, amounts, position, equivalence and conjunction. The desired learning outcomes were classified as concept identification and concept naming. Kindergarten classes in a number of ESEA schools were involved in the program. Evaluation by the Laboratory disclosed that Inner City children learn most of the program's concepts.

35. Instructional Supplies and Curriculum Materials. All Inner City schools received a full portion of district funds for instructional supplies and materials. Inner City funds provided sizable amounts of additional funds to the schools in the project for these same items. During 1968-69 and 1969-70, over $34,000 was available from the basic Inner City funds for this use. During the same period the seven schools have more than $171,000 available from Inner City Parent Advisory Council funds that was used for supplies, books, audio-visual materials, and other instructional items.

36. Language Power Program. This program was designed to provide a highly concentrated, oral, language-centered instructional environment for all pupils and to assist them to function as literate and well adjusted. Through a carefully planned program the teaching staff attempted to improve the language facility of children, the pupil's self-image, school attitudes toward learning, and over-all performance in academic areas.

37. Leadership Development Committee. This was a series of meetings instigated by the district superintendent to discuss major problems faced by administrators of disadvantaged area schools and to study possible solutions to these problems. Principals of 14 elementary and secondary schools were on the committee.

38. Lunch Program--Free. With the advent of the reduced cost lunch program in March, 1969, many parents as well as Parent Advisory Councils, recognized the fact that many children would not participate in the lunch program even at the reduced price. Funds were provided by Parent Advisory Councils to be used in a discretionary manner at the school site to make it possible for needy children to receive a lunch.

39. Lunch Program--Reduced Cost. Using funds from the Department of Agriculture, a reduced cost lunch program provided a Type A lunch at a price of 22¢. Participation in this program increased dramatically. Parents identified nutrition as a critical problem for many of these children.

40. Math and Music Program--Grade 3. Children in each of the third grade classes at Logan school were divided into two groups for instruction in math and music. One-half of all these pupils met with one teacher and two aides for instruction in music. The other half remained with their regular teachers for math instruction.

41. Miller Math Program. This project supplied supporting funds to school districts to employ persons well trained in mathematics, usually graduate students. Each class in the program received instruction in algebra and coordinate geometry from a math specialist for 40 minutes per day, four times per week. Because algebra and geometry are programs considered to be high in status, children described as economically disadvantaged were provided instruction in these areas as one means of improving the self-image as well as the development of higher mathematical skills.

42. Minority Study Program--Black and Chicano Studies. These courses of study were developed by the district and were taught at the seventh and tenth grades as electives. The central objective of the courses was to present to two ethnic groups in the historical context of the United States from the viewpoint of the minority person. The studies emphasized the contributions made by members of these ethnic groups in the development of the country. These courses were offered at Memorial Junior High and San Diego High schools.

43. Monthly Exchange Visits--Burbank and De Anza Schools. In this project, careful planning between staffs and parents preceeded the actual implementation of this program of ethnic integration. Approximately 60 children from each school in grades one and two were involved in an exchange of classrooms during the school year 1968-69. Eight different exchanges occurred among children who were transported by bus from their home to school and to the exchange school. As a part of the program, lunch was provided for each child involved. Faculties from the two schools also held joint meetings to discuss the program. This project was financed entirely by the Parent Advisory Council at Burbank school.

44. Motivational Advisor. This was either a full-time or part-time position devoted to counseling minority students at Memorial Junior High and San Diego High schools. The intent was to improve achievement and raise goals. The program provided for both individual and group student contacts as a means of arriving at significant concerns and alternative decisions to student centered problems. The high school program also utilized the services of minority students from San Diego State College who identified easily with high school students of the same ethnic background.

45. Multimedia Center. The conversion of the San Diego library into a media center began in the summer of 1970 with minor structural changes and a weeding process taking place in both textbooks and in the library book collection. The charging desk and attached counters were removed to the opposite side of the library, thereby opening up the stacks to student use. Locked doors were removed from the cupboards housing magazines and making them visible to students. Two microfilm readers and a university microfilm collection of periodicals pertaining to racial unrest were added to the collection. A college view machine was made available for student use. Textbooks were checked out directly to the student from the textbook room which was open five hours a day for student convenience. A paperback collection was added for circulation as the quickest and least expensive way to update the book collection.

46. Nongraded Primary Classes. First and second grade pupils were redeployed according to achievement. McGraw Hill programmed reading materials, enrichment math units and language programs were used in language situations. Parents attended a planning session with teachers on Friday afternoons and assisted with the program during the week.

47. Nongraded Program. Pupils in grades 4, 5 and 6 participated. The staff had departmentalized in math and social studies and the students were grouped according to achievement level. Components of this program were two reading labs, a language lab, and a library in which library skills were taught. The labs and the library were maintained by teachers.

48. Nova Project. San Diego participated in the Nova Project, a cooperative effort between San Diego State College and San Diego High School to develop a more well-reounded program in the preparation of secondary school teachers. Emphasis was on the team approach with joint planning by faculty and students, flexibility in the use of time, content and methods, varied and intensive field experiences, and a continuity running through the fall and spring semester of 1970-71.

49. Open House--Inner City. Approximately 160 guest attended an open house on Sunday, December 15, 1968, from 1:30-4:30 p.m., at the project office on National Avenue. The guests represented the Parent Advisory Councils of the schools, the Project Advisory Board, community groups and individuals, and school personnel. The event was filmed for TV 8 news and shown that evening.

During the second year of the project, a second open house was held on Sunday, April 5, 1970, at the Logan School auditorium. The event was sponsored by the Project Advisory Board and the seven Parent Advisory Councils. It featured demonstrations by students and teachers of innovations in teaching. Attractive booths displays arranged by each school illustrated the accomplishments of the parent councils. Over 300 parents, students and school personnel attended this highly successful program. TV 8 News showed highlights of the program the same evening. A third year open house (similar to those of the first and second year) was held on May 2, 1971.

50. Orange Juice Program. The Logan School Parent Advisory Council expressed concern for the need for morning nourishment at school. In consultation with the school nurse, the council allocated funds for an orange juice program to begin the second semester (February-June, 1969). An average of 650 one-pint cartons were consumed daily. Participation was voluntary, and the juice was free to any child requesting it. The juice was obtained at cost, for about one-half the retail price. Parent reaction to the program was favorable, as was teacher reaction. It was generally agreed that the program was not only a positive morale factor but also a definite contribution toward nutritional health.

51. Orientation for New Teachers (September 3-4, 1969, and Septebmer 2-3, 1970). Sixty teachers, new to the district and/or new to Inner City Project schools, received a two-day orientation each year. Activities

included talks and discussions related to ethnic minorities and explanations of the Inner City Project. Participants had an opportunity to become acquainted with the community leaders and agencies. Participants gave strong approval to the worth of the orientation meetings. The group also took a bus tour of the project area.

52. Parent Advisory Councils. The involvement of parents and community is a vital component of the project. To this end, a parent advisory council (PAC) was formed at each participating school. Forty-nine parents served on these councils during 1968-69 and 1969-70 with 50 serving during the third year of the project. Councils were nominated and elected by parents to serve one-year terms, with re-election permitted. Members were paid $10 for attending a monthly meeting. Members were not permitted to be employees of the city schools. Councils help plan, implement and evaluate school programs. They also controlled the expenditure of PAC funds which were allotted to the schools on the basis of about $23 per student enrolled in 1968-69 and, due to a budget cut, about $14 per student last year. Councils ranged from five to nine members (depending on school population) and reflected an ethnic balance.

53. Parent Counselors (Community Counselors). Regular certificated teachers were assigned on a full-time basis to develop school programs that fostered parent-teacher-school contacts. Information regarding the school curriculum, classroom programming and assistance to parents and students with school-related problems were areas of service for the parent counselor. School personnel evaluated this limited program very positively.

54. Participation in Sixth Grade School Camp Program. Total participation in the school camp program is very rare in many of the economically disadvantaged schools. Recognizing the value of the school camp program, one Parent Advisory Council provided funds to many children who otherwise would not have had this experience. As a result, the largest number in the history of the school were able to take part in the school camp experience.

55. Performing Artists. In this program funded in part by the local Musicians Union, emphasis was placed on providing cultural experiences that employed ethnic minorities within the performing groups, both as a means of improving the self-concept of children and also to provide programs that are relevant to the real world. Subjective evaluation by the performers, school personnel and students indicated a strong positive response.

56. Physical Education Consultant. A full-time physical education consultant was assigned to work with teachers in the Inner City elementary schools. His services helped to keep teachers up to date on current trends in elementary education. He also served as a resource person and consultant, provided demonstrations for teachers, and helped them develop effective programs.

57. Pilot Project--Social Studies. One teacher at Lowell Elementary School conducted a pilot program in Ecology for pupils in grades 4, 5 and 6.

58. Playground Equipment. To better utilize the blacktop play area of Logan Elementary School, the Parents Advisory Committee purchased a basketball goal installed by the district, for use on the blacktop.

Due to the limited ground space and playground equipment at Crockett Elementary School, the Parents Advisory Committee purchased two additional sandboxes, and one set of primary swings giving more children safe places of play.

59. Prekindergarten Programs (AB 1331). A planned sequential program of activities for economically disadvantaged children, the present prekindergarten classes developed after the first Headstart programs in 1966. Using additional adult personnel, greater individual attention was provided to children. Health and nutritional support along with a high degree of parent participation, cultural enrichment and language development were a part of the prekindergarten program.

60. Prekindergarten Programs (Inner City Project). The two classes funded by the Inner City Project are basically the same as those funded under AB 1331. Exceptions are found in:

1. economic level is not a condition for enrollment;
2. health and nutritional services are not provided;
3. cultural enrichment activities are not as rich;
4. instruction in English as a Second Language is offered.

Results after two years indicate that this is a desirable program for all children regardless of economic level.

61. Programmed Reading Materials. The introduction of programmed reading materials into the reading program was a result of teachers' needs to provide sequentially developed materials and to individualize instruction for children. Two programs were in use:

1. remedial materials designed to teach decoding skills to children in grades 3, 4, 5 and 6 using phonics and linguistics as the program basis;
2. a developmental reading program that teaches decoding skills to beginning readers in grades 1, 2 and 3. Again phonics and linguistics are the basis for the program.

62. Project Advisory Board (Inner City Project). A multi-ethnic Project Advisory Board helped to coordinate the work of the seven parent advisory councils. The board was made up of representatives from each of the school councils, numbering 12. In addition, five members-at-large have represented community groups: Chicano Federation, Black community, Central Labor Council, Urban Coalition, and Neighborhood House. In 1970-71 a representative from Model Cities joined the board for the first time, bringing its membership up to a total of 18. The board elected its own officers. Members received $10 per monthly meeting. Among other functions of the board:

- Making recommendations to the director.
- Evaluating the project.
- Submitting the application for renewal of the project.
- Expenditure of unencumbered funds.

63. Project English. One phase of the San Diego High School Summer Workshop was the development of plans for and method of implementation of an experimental English project this fall. A team of teachers assisted by teacher assistants developed a program involving 600 10th, 11th and 12th grade students. The students were selected at random, and included an ethnic balance paralleling the school, and also an achievement distribution involving students below grade, at grade, and those meeting standards for accelerated classes in the same proportion as the school. This experiment will involve the use of large group lectures, small group discussions, small group activities, as well as individual instruction. The course has been designed to allow for more flexibility in course content to meet individual needs.

64. Psychologist (Additional Time). It is important that individual test scores be as accurate as possible and that retesting be done regularly. To help with students with a language problem, a full-time additional Mexican-American, bilingual psychologist was paid for by the Inner City Project and assigned to Memorial Junior High. The Parent Advisory Council at Logan designated $3,000 to be used to employ a part-time Negro psychologist to retest Negro students who had previously tested and classified as mentally retarded.

65. Read at Home Project. Through Title I funds, target students at Memorial were offered a "Read at Home" project. Target students, parents and teachers work together to establish a home library with books provided by Title I funds. Increased emphasis was placed on the parents' role in reading.

66. Reading Center (ESEA Title I). Three classrooms located at Sherman Elementary School provided intensive remedial reading programs for students in grades 4, 5 and 6. Pupils were selected for attendance after screening through the Baker Diagnostic Reading Clinic each summer.

67. Reading Demonstration Program (AB 938). Memorial has completed a fourth year of a five-phase reading demonstration program known by many as the Senate Bill 28 program. State funding consists of $200,000 per year.

68. Reading Eye Camera Testing. A group of 125 students from the Reading Demonstration Project classes at Memorial used the camera for a detailed study of fundamental reading skills by photographing eye movements.

This on-going study was conducted by personnel from the Educational Development Center of the University of San Diego. Results indicate that the reading training in the Center is developing some highly efficient readers.

69. Redeployment Reading Program. In this experimental reading program, additional instruction time was used in conjunction with reading groups based on achievement. Groups were formed using the total grade level enrollment. Achievement groups in reading reduced the span of achievement levels within a group. A number of schools used this approach at grades 2, 3, 4, 5 and 6.

70. Reduction in Tracking. San Diego is an ethnically balanced high school. The establishment of many tracks in academic courses, however, tended to segregate minority students. In 1969, the number of tracks at the tenth grade were reduced, and Inner City funds paid the salaries of several teachers who helped to give individual attention to students who were moved from slow groups into standard groups. This program was extended into the eleventh grade with some success.

71. Reteaching of Reading. This program offered a varied approach to reading for children in grades 2 and 3 who were retarded in their reading achievement. The instruction focused on the primary child who had not acquired the word recognition and comprehension skills which were essential for normal development in reading. Classes were limited to 10 children with a daily instructional period of 40 minutes in addition to the regular reading program. Additional time was funded through the use of Inner City Project funds.

72. Rockefeller Counseling Project. The program was designed for and about persons engaged in the counseling function. The development of the "counseling team" was stressed and how it will be able to address itself more effectively to the needs of the individual student. San Diego High had one administrator and 8 counselors participating in the four seminars held throughout the year.

73. School Image and Communication Committee. This committee was formed at San Diego High School for the purpose of increasing communication and understanding between the school and the community. Many Inner City students were involved.

74. Teacher-Student-Community Workshops. A series of Saturday workshops financed by the Inner City Project were held in order to consider a new organization and program for learning at San Diego High School for 1971-72. The staff in concert with the community and students made recommendations for change that resulted in more effective learning and increased relevancy.

75. Sewing Class. Using the talents of a teacher assistant, an after school class was organized at Logan School for part of the 1969-70 school year to help upper grade girls learn sewing skills. This was an outcome of grooming discussions involving the assistant and older girls at the school.

76. Spanish Instruction for Teachers. As the result of expressed teacher need, after school classes were set up at San Diego High, Memorial Junior High, and Lowell to teach Spanish to teachers who had Spanish-speaking students in their classes. Enrollment was about 50 during the first two years, and teachers' requests to continue the classes indicate their worth. Costs for these classes have been covered by both district and Inner City funds.

77. Speech Therapist (Additional Time). Concerned with speech patterns and their relationship to vocational success, a Parent Advisory Council established a program to teach standard English to speakers whose English would be considered non-standard. Care was given so as not to downgrade the speech pattern and/or self-concept of the child,

but rather to indicate that other speech patterns need to be learned in order to function successfully in the school domain and later in vocational and professional programs. Funds were provided to provide additional speech therapist time to the school. The teacher involved happened to be quite knowledgeable in this area, and was able to provide an on-going program for a small group of children.

78. Swimming Programs - Instructional and Recreational. For the third year, Memorial Junior High provided swimming instruction for its students during gym classes in pools adjacent to the school. San Diego High provided seventh period and after-school swimming instruction for students at the YMCA.

79. Teacher Assistants. Teacher assistants are college students employed on a part-time basis to provide help for teachers. They were more extensively in the secondary schools. Inner City funds paid for nearly $47,000 worth of such services in 1968-69 and $37,000 was spent for the same service last year. Teachers generally report that the assistance is very valuable, and it is one of the bonuses available in a greater degree to teachers in the Inner City schools.

80. Teacher Development Program - Social Studies. Social studies teachers at San Diego High cooperated with teacher training instructors at San Diego State College in a planned sequence of experiences to develop teachers to work in Inner City schools. The college students did their pre-cadet and cadet work at the high school while taking specially designed college courses in social studies that were carefully coordinated with the high school classes.

81. Telebinocular and Titmus Vision Testing. These two pieces of equipment, purchased by Inner City Project funds, have been very valuable in providing rapid, precise measurements of how well the eyes perform and identifying visual defects. Four hundred eight 7th graders were tested in the spring of 1970, and 79 defects were discovered. Already this year, 25 defects have been found in the 300 tested.

82. Track Team. At Logan School, in an extension of the school day, teachers and aides provided coaching and practice in track and field events during the spring semesters. This was in preparation for pupil participation in city and county track meets, the Junior Olympics and the La Jolla Youth Inc. Invitational Track Meet. The track team was sponsored and supported by the school's parent council.

83. Trailer Rental. Additional personnel at Burbank School created problems of space. As a means of alleviating the problem, the rental of a mobile unit (office trailer) from a private leasing agent provided space for numerous small group and conference-type meetings. Reteaching of reading, speech therapist and district counselor were included in this use.

84. Training Program for Instructional and Community Aides. This program was confined to instructional aides and community aides working in the Inner City Project elementary schools. With the hiring of many

people from the community to work directly in the schools, it became necessary to plan and provide a type of training program to give skills and knowledge regarding the educational program. Two means were used. A two-day workshop was organized and operated by teachers from Project schools. Later, an experienced aide from one school was hired to work directly with the Inner City Project staff to organize an ongoing training program. As a result, a 15 week program was developed. All training occurred at the Project schools during the school day.

85. Tutoring Programs. Originated two years ago in one school, a tutoring project by the Faculty Dames of San Diego State College serviced three schools. In many instances, these tutors had special skills due to their own professional training.

    In addition, students from Saint Augustine High School provided tutoring service at the secondary level. Tutors have also been provided by the Smith College Slumnae Association and members of the Medical Auxiliary.

    Ninth grade tutors at Memorial Junior High were assistants in the Reading Achievement Center program during the second semester 1969-70 and the 1970-71 school year.

86. Vocational Education - Pacific Telephone Career Orientation Program. This program concentrated on approximately thirty students in business education courses at the high school level per year. Consecutive week meetings were devoted to orientation, job opportunities, facilities, on-site tours, specific individual job contact and involvement in mock job interviews.

87. Work-Study Program. There is a continuing emphasis on involving minority college students as teacher assistants and in peer counseling situations. In 1969 a contract was developed between the Inner City Project and San Diego State College so that three Chicano and three Black college students were assigned by arrangement with the EOP to be student motivational counselors at San Diego High. The program was continued in 1969 on an expanded basis and through a district contract with the Work-Study Program under which the college paid 75 percent of the costs and the Inner City Project 25 percent.

Appendix J

End-of-Year Questionnaires and Interview Questions

SAN DIEGO CITY SCHOOLS
Testing Services Department
INNER CITY EVALUATION UNIT

SECONDARY TEACHER'S QUESTIONNAIRE

Dear Staff Member:

Attached is a short questionnaire covering the basic components of the Inner City Project. You will notice that only questions directly concerned with this particular project have been included. Would you please take time to give us your uninhibited response to the questions asked?

Since we already have your opinion of particular activity effectiveness, all that remains is your global assessment of project worth. As was the case with the activitiy checklist mailed to you earlier, we do not want you to sign your name. Simply check your role within the school.

Thank you for your assistance.

Michael LaBay
Program Evaluator

Approved:

George V. Hall

George V. Hall
Associate Superintendent
Operation of Schools

ML:cn
10/29/70

Please indicate your role within the school.

_____ administrator

_____ counselor

_____ classroom teacher

_____ auxiliary teacher

_____ teacher assistant

_____ other: please identify position

____

4

1. In your professional opinion, has the 3-year Inner City Project increased the level of school-parent-community involvement over what it was during the 1967-68 school year?

_____ yes _____ no

Please comment: ____

____

____

2. Do you feel that your students have received adequate motivational, personal, educational and career counseling this year?

_____ yes _____ no Motivational

_____ yes _____ no Personal

_____ yes _____ no Educational

_____ yes _____ no Career

Please comment: ____

____

____

3. Has the Inner City Project helped you to better define the educational and personal problems that students have brought into your classroom?

_____ yes _____ no

Please comment: ____

____

____

4. In your opinion, has the Inner City Project Staff provided services that were of benefit to you in working with your Inner City pupils?

_____ The Inner City Project Staff provided necessary services when needed.

_____ The Inner City Project Staff failed to provide the services asked.

_____ I have not asked for services and, thus, cannot answer the question.

5. If another school system representative sought your help as an educational consultant, and if this school system was interested in formulating parent advisory councils similar to those of your school, what would be the best advice you could give?

____

____

____

____

____

____

____

____

____

____

Please mail the completed form in the self-addressed envelope to:

William H. Vogler
Director of Testing Services
Education Center
4100 Normal Street
San Diego, California 92103

SAN DIEGO CITY SCHOOLS
Testing Services Department
INNER CITY EVALUATION UNIT

Parent Questionnaire

Dear Parent:

We are interested in having your opinions of the work your schools are doing and how it affects your child. Would you please take a few minutes to check the box under each of the following questions that comes closest to the way you feel? We would be most grateful for any other comments you wish to make on the enclosed sheet. Please return both sheets in the enclosed addressed envelope.

Thank you.

1. Are you satisfied that your child is receiving the individual attention he needs from the school?

   ☐ yes ☐ no

2. Are you satisfied with the progress your child is making through school?

   ☐ yes ☐ no

3. Are you satisfied that the school is doing its share in helping prepare your child for the future?

   ☐ yes ☐ no

4. Are you satisfied with the way your child feels about school?

   ☐ yes ☐ no

5. Are you satisfied with the welcome you receive when you visit the school?

   ☐ yes ☐ no

6. Are you satisfied that your school is doing the job it should be doing?

   ☐ yes ☐ no

7. Are you satisfied with the amount of information you receive from the school?

   ☐ yes ☐ no

Please use the reverse side of this sheet for any additional comments.

Thank you.

Estimados padres de familia:

Estamos interesados en tener su opinion acerca del trabajo que nuestras escuelas están llevando a cabo y de la manero como afectan a su hijo. Hagan el favor de marcar en el espacio debajo de cada pregunta la actitud que mas representa lo que piensa usted. Les agradeceremos por cualquier otro comentario que usted quisiera hacer en la hoja papel incluida. Sírvase regresar las dos hojas de papel, incluidas en el sobre que le enviamos.

Muchas gracias.

1. ¿Está Ud. satisfecho de que su hijo/hija haya recidido la atención personal que el/ella necesita de su escuela?

☐ sí ☐ no

2. ¿Está satisfecho Ud. con el progreso escolar que su hijo/hija ha hecho?

☐ sí ☐ no

3. ¿Le parece bien lo que la escuela ha contribuído a la educación de su hijo/hija en preparalo para el futuro?

☐ sí ☐ no

4. ¿Qué opiniones le ha comunicado su hijo/hija acerca de la escuela y la clase de trabajo que hace?

☐ sí ☐ no

5. ¿Se siente Ud. bienvenido en la escuela cuando la visita?

☐ sí ☐ no

6. ¿Es adacuada y bastante la información que la escuela le comunica a Ud.?

☐ sí ☐ no

7. ¿Está Ud. satisfecho con lo que viene haciendo la escuela para la educación de su hijo/hija?

☐ sí ☐ no

Por favor usé el otro lado de este papel para mas explicaciónes.

Muchas Gracias.

SAN DIEGO CITY SCHOOLS
Testing and Evaluation Services Department
INNER CITY EVALUATION UNIT

Parent Advisory Council Questionnaire

Dear Council Member:

Attached is a short questionnaire covering the basic components of this year's Inner City Project. Would you please take five minutes to give us your views on the questions asked?

Since you represent all the parents of your school, it is important that you return the completed questionnaire to us. We do not want you to sign your name. Simply check your school at the top of the page.

Please return your completed questionnaire in the enclosed, stamped envelope to Testing and Evaluation Services by May 14, 1971. Thank you for your assistance. Your answer may be in English or Spanish.

Michael LaBay
Program Evaluator

Approved:

Norman Houser
Norman Houser
Director Inner City Project

ML:cn
3/25/71

1970-71 INNER CITY PROJECT PARENT QUESTIONNAIRE

Please indicate your school.

☐ Burbank ☐ Crockett ☐ Logan ☐ Lowell ☐ Sherman ☐ Memorial ☐ San Diego

1. In your opinion, has the 3-year Inner City Project increased mutual understanding between the members of your community and the schools?

☐ yes ☐ no

Please comment: ____

____

2. Do you feel that the children of your school have received adequate help in the following areas?

	yes	no
a. English as a Second Language (ESL) Instruction	☐	☐
b. Counseling Services	☐	☐
c. Health and Nutritional Services	☐	☐

Please comment: ____

____

3. Has the Inner City Project:

	yes	no
a. Helped you to know your child better	☐	☐
b. Helped you to understand how your school operates	☐	☐
c. Helped your child to improve his grades in school	☐	☐
d. Helped your child to improve his attitude toward school	☐	☐

4. In your opinion, has the Inner City Project Staff provided the help necessary for you to properly allocate your PAC funds?

☐ yes ☐ no

Please comment: ____

____

5. Overall, which of the following is the best word to use in describing the instructional program at your school:

☐ excellent ☐ good ☐ fair ☐ poor

Please comment: ____

____

6. If a group of parents in Los Angeles were interested in establishing a Parent Advisory Council for their school, what do you think would be the best advice you could give?

____

____

____

____

Thank you for your answers. Please mail the completed questionnaire in the enclosed, stamped envelope by May 14, 1971.

ML:cn
3/25/71

ESCUELAS DE LA CIUDAD DE SAN DIEGO
Departamento de Servicio de Pruebas y Evaluación
UNIDAD DE EVALUACION DE INNER CITY

Cuestionario del Consejo Consultivo de Padres de Familia

Estimado Miembro del Consejo:

Adjuntamos un corto cuestionario, que cubre los componentes básicos del presente año del Proyecto Inner City. ¿Tendrá Ud. la amabilidad de tomar cinco minutos para darnos sus puntos de vista en las preguntas que se hacen?

Como Ud. representa a todos los padres de familia de su escuela, es muy importante que nos devuelva el cuestionario ya completo. No queremos que firme su nombre. Solamente cheque su escuela, en la parte superior de la página.

Por favor, devuélvanos su cuestionario completo, en el sobre con estampilla adjunto, a la Oficina "Testing and Evaluation Services", para Mayo 14, 1971. Gracias por su ayuda. Sus respuestas pueden ser en Inglés o en Español.

Michael LaBay
Evaluador del Programa

Aprobado:

Norman Houser

Norman Houser
Director del Proyecto Inner City

ML:rm
3/25/71

CUESTIONARIO 1970-71 PARA LOS PADRES DE FAMILIA DEL PROYECTO INNER CITY

Por favor indique su escuela.

☐ Burbank ☐ Crockett ☐ Logan ☐ Lowell ☐ Sherman ☐ Memorial ☐ San Diego

1. En su opinión, ¿Ha aumentado el Proyecto Inner City, en estos tres años, un entendimiento mutuo entre los miembros de su comunidad y las escuelas?

   ☐ si ☐ no

   Por favor comente: ______________________________

   ____

2. ¿Cree Ud. que los niños de su escuela han recibido ayuda adecuada en las siguientes áreas?

	si	no
a. Instrucción de Inglés como Segundo Lenguaje (ESL)	☐	☐
b. Servicio de Consejeros	☐	☐
c. Servicios de Salud y Nutrición	☐	☐

   Por favor comente: ______________________________

   ____

3. El Proyecto Inner City ha:

	si	no
a. Ayudado a Ud. a conocer mejor a su hijo	☐	☐
b. Ayudado a Ud. a entender cómo opera su escuela	☐	☐
c. Ayudado a su hijo a mejorar sus grados en la escuela	☐	☐
d. Ayudado a su hijo a mejorar su actitud hacia su escuela	☐	☐

4. En su opinión, ¿Le ha proporcionado el Proyecto Inner City la ayuda necesaria para distribuir propiamente los fondos de su PAC?

   ☐ si ☐ no

   Por favor comente: ______________________________

   ____

5. Incluyendo todo, ¿Cuál de las siguientes palabras es la mejor, para describir el programa de instrucción de su escuela?

   ☐ excelente ☐ bueno ☐ regular ☐ malo

   Por favor comente: ______________________________

   ____

6. Si un grupo de padres de familia en Los Angeles, estuvieran interesados en establecer un Consejo de Padres de Familia para su escuela, ¿ Cuál cree Ud. que sería el mejor consejo que Ud. pudiera darles?

   ____

   ____

   ____

   ____

Gracias por sus respuestas. Por favor envíe por correo el cuestionario completo, en el sobre con estampilla adjunto, para Mayo 14, 1971

ML:cn 3/25/71

Interview Questions for Teachers
1970-71 Inner City Project

1. How many years have you been assigned to this school?

How many years have you been a teacher?

If more than one year:

Have you noticed any changes in pupil attitudes within your school from last year to this year?

If yes:

What do you think has caused this to happen?

2. In your estimation, how effective is the Parent Advisory Council here at _______________ school with reference to:

   (a) providing instructional supplies needed by the school.

   (b) providing auxiliary services needed by the pupils.

   (c) assisting you to implement innovative instruction in the classroom.

   (d) representing the community in matters directly related to the school program.

   (e) other: ____

   ____

3. In general, do you think that parent participation is necessary for the successful instruction of Inner City youngsters (students)?

   _____ yes   _____ don't know   _____ no

   Why do you feel this way?

4. Do you think that having parents involved in school affairs has increased their understanding of your job as a teacher?

Along these same lines, has this involvement also helped teachers to understand the needs of their pupils?

5. How would you describe the present attitudes of your pupils toward school?

6. As a general conclusion, how would you describe the relationship between Inner City Project personnel, the community and the schools during this past year?

7. One last item. If you could have complete freedom to change the way that your pupils are taught or the way that parents have been involved at ____________________ school what would you do?

CORRECTED TABLES. 013675

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An overall summary of results follows:

Grade one: Tables 44, 45, 46 and 47 indicate that pupils rank favorably with their peers across the nation in reading achievement at Crockett and Sherman but below at Burbank and Lowell and are below expectations in mathematics achievement at Burbank and Crockett. Coefficient of skewness figures indicate a shift in distribution from negative to positive skewness (more pupils with extreme high scores than extreme low scores) at most schools in reading, and mixed skewness patterns in mathematics.

Grade two; Tables 48, 49, 50 and 51 indicate relative stability in reading and mathematics achievement for most pupils. Such levels are below national norms. Exception is at Sherman school where pupils are noticeably improving in reading and mathematics and approximate national norm levels. Pupils at the other schools are falling behind their national peers and, on the average, gain seven months achievement for ten months of instruction.

Grade three: Tables 52, 53, 54, 55, 56 and 57 indicate that (1) word meaning scores declined relative to national norms in two of three schools and academic growth (as measured in G.L.E.) in word meaning was substantially greater in 1969-70 than in 1970-71 within all schools, (2) these pupils also fell further behind their peers in the norming samples from 1969-70 to 1970-71 in tests designed to measure their ability to comprehend paragraph content, (3) arithmetic computation and concept scores also remained the same or declined in percentile rank; except for Lowell which maintained its 1969-70 higher achievement during 1970-71, (4) overall, third grade test scores indicate that less academic growth occurred in 1970-71 than in 1969-70 in reading and mathematics for the majority of Inner City youngsters. Final 1970-71 scores indicate that these pupils are substantially below national norm groups except at Lowell in Concepts.

Grade four; Tables 58, 59, 60, 61, 62 and 63 indicate that pupils generally maintained or slightly improved their October, 1969 rank in May 1971, but changes were not significant except at Sherman (Q3) (gain) and Logan (Q3) (loss). (2) there was general stability in mathematics achievement for the majority of pupils from 1969-70 to 1970-71. The achievement scores during these two years (with the exception of Lowell) were substantially below national averages. Logan (Q3) showed a loss in Computation; Lowell (Q3) a loss in Computation with a gain at Md, Q1, Q3 in Concepts; Sherman (Q3) showed a gain in Computation and Concepts.

Grade five; Available test scores presented in Tables 64, 65, 66, 67, 68 and 69 indicate increasing achievement levels in reading and mathematics with this achievement being still below national norms. Such increases were approximate or exceeded the number of months instruction given to the pupils from 10/69 to 10/70 with Logan, Lowell, and Sherman significantly exceeding the number of months instruction Q3 in Concepts; and exceeding in Computation. At other points these schools approximated or exceeded the elapsed time in Computation and Concepts. Parallel gains were noted at most of these points in reading - significantly at Lowell and Sherman in Comprehension.

Table 44

Statistical Characteristics of 1970-71 Cooperative Primary Achievement Test Results in Reading and Mathematics for Grade One Pupils at Burbank Elementary School

	Reading Achievement						Mathematics Achievement					
	Pretest*			Posttest*			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.42	1.2	5	20.37	1.7	35	22.08	1.2	9	32.60	1.6	34
Median	13.80	1.3	11	18.73	1.6	30	21.29	1.1	2	32.42	1.6	34
Q_1	6.25	1.0	1	16.71	1.5	19	17.42	1.0	1	26.69	1.3	20
Q_3	17.54	1.5	25	22.62	1.8	51	26.56	1.3	20	38.55	2.1	68
s.	6.44			5.16			8.21			7.48		
n.	95			95			95			95		
S_k**	-0.67			0.63			0.31			0.07		

*Pretest = Cooperative Primary 12B Administered January, 1971.
Posttest = Cooperative Primary 12A Administered May, 1971.
Pretest derived scores (grade equiv. and %ile rank) based upon Spring norms.

S_k= Coefficient of skewness = $\left[(Q_3 - Q_2) - (Q_2 - Q_1)\right] / \left[(Q_3 - Q_1)/2\right]$ using raw scores. For a symmetrical distribution S_k=0.00. Positive S_k indicates positive skewness. Positive skewness, in turn, indicates that the number of extreme high achievement scores is greater than the number of extreme low achievement scores.

Table 45

Statistical Characteristics of 1970-71 Cooperative Primary Achievement Test Results in Reading and Mathematics for Grade One Pupils at Crockett Elementary School

	Reading Achievement						Mathematics Achievement					
	Pretest*			Posttest*			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	15.66	1.5	25	25.15	1.9	60	24.09	1.3	9	32.57	1.6	34
Median	16.40	1.5	25	23.40	1.8	51	24.00	1.3	9	32.75	1.6	34
Q_1	12.79	1.2	5	17.61	1.5	25	18.47	1.0	2	27.69	1.3	20
Q_3	18.42	1.6	25	31.81	2.2	82	27.81	1.3	20	37.92	2.0	57
s.	4.73			8.65			7.23			7.50		
n.	79			79			79			79		
S_k**	-0.57			0.37			-0.37			0.02		

*Pretest = Cooperative Primary 12B administered January, 1971.
Posttest = Cooperative Primary 12A administered May, 1971.
Pretest derived scores (grade equiv. and %ile rank) based upon Spring norms.

S_k = Coefficient of skewness = $\left[(Q_3 - Q_2) - (Q_2 - Q_1)\right] / \left[(Q_3 - Q_1)/2\right]$ using raw scores. For a symmetrical distribution S_k=0.00. Positive S_k indicates positive skewness. Positive skewness, in turn, indicates that the number of extreme high achievement scores is greater than the number of extreme low achievement scores.

Table 46

Statistical Characteristics of 1970-71 Cooperative Primary Achievement Test Results in Reading and Mathematics for Grade One Pupils at Lowell Elementary School

	Reading Achievement						Mathematics Achievement					
	Pretest*			Posttest*			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	11.85	1.2	5	20.19	1.7	35	19.42	1.0	2	37.62	2.0	57
Median	13.83	1.3	11	19.50	1.7	35	17.83	1.0	2	37.50	2.0	57
Q_1	7.00	1.0	2	17.88	1.5	25	13.00	1.0	1	34.00	1.7	42
Q_3	16.66	1.5	25	22.25	1.8	44	25.33	1.3	9	43.25	2.5	81
s.	5.59			4.18			7.95			5.88		
n.	26			26			26			26		
S_k**	-0.83			0.52			0.43			0.49		

---

*Pretest = Cooperative Primary 12B administered January, 1971.
Posttest = Cooperative Primary 12A administered May, 1971.
Pretest derived scores (grade equiv. and %ile rank) based upon Spring norms.

S_k= Coefficient of skewness = $\left[(Q_3 - Q_2) - (Q_2 - Q_1)\right] / \left[(Q_3 - Q_1)/2\right]$ using raw scores. For a symmetrical distribution S_k=0.00. Positive S_k indicates positive skewness. Positive skewness, in turn, indicates that the number of extreme high schievement scores is greater than the number of extreme low achievement scores.

Table 47

Statistical Characteristics of 1970-71 Cooperative Primary Achievement Test Results in Reading and Mathematics for Grade One Pupils at Sherman Elementary School

	Reading Achievement						Mathematics Achievement					
	Pretest*			Posttest*			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	21.49	1.8	44	27.76	2.0	72	28.93	1.4	20	34.63	1.8	42
Median	19.17	1.7	44	24.25	1.8	55	27.28	1.3	20	35.33	1.8	42
Q_1	14.42	1.3	11	18.81	1.6	30	21.42	1.1	2	28.33	1.3	20
Q_3	28.60	2.1	79	37.33	2.5	90	36.00	1.8	42	42.20	2.3	81
s.	10.46			10.39			9.84			9.44		
n.	90			90			90			90		
S_k**	0.66			0.83			0.39			-0.02		

*Pretest = Cooperative Primary 12B administered January, 1971.
Posttest = Cooperative Primary 12A Administered May, 1971.
Pretest derived scores (grade equiv. and %ile rank) based upon Spring norms.

S_k = Coefficient of skewness = $\left[(Q_3 - Q_2) - (Q_2 - Q_1)\right] / \left[(Q_3 - Q_1)/2\right]$ using raw scores. For a symmetrical distribution S_k=0.00. Positive S_k indicates positive skewness. Positive skewness, in turn, indicates that the number of extreme high achievement scores is greater than the number of extreme low achievement scores.

Table 48

Longitudinal Survey of End-of-Year Reading and Mathematics Achievement of Second Grade Pupils Enrolled at Burbank School for Two Consecutive Years, as Measured by the Cooperative Primary Tests.

	Reading Achievement						Mathematics Achievement					
		1970*			1971*			1970			1971	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	21.45	1.7	39	20.66	2.2	29	34.43	1.7	42	27.30	2.3	27
Median	20.62	1.7	39	19.88	2.1	25	35.75	1.8	42	26.38	2.3	27
Q_1	17.41	1.5	19	16.15	1.7	12	29.56	1.4	20	22.15	1.8	9
Q_3	24.08	1.8	55	24.25	2.5	40	39.18	2.1	68	31.75	2.9	51
s.	5.77			5.86			6.61			6.87		
n.	53			53			53			53		
S_k	0.08			0.16			-0.57			0.24		

*1970 reading and mathematics group scores obtained from May, 1970 testing using Cooperative Primary 12-A.
1971 reading and mathematics group scores obtained from May, 1971 testing using Cooperative Primary 23-A.

Table 49

Longitudinal Survey of End-of-Year Reading and Mathematics Achievement of Second Grade Pupils Enrolled at Crockett School for Two Consecutive Years, as Measured by the Cooperative Primary Tests.

	Reading Achievement						Mathematics Achievement					
		1970*			1971*			1970			1971	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	23.39	1.8	51	23.63	2.5	40	33.27	1.6	34	27.51	2.4	37
Median	21.50	1.8	44	21.25	2.2	29	32.38	1.5	34	26.94	2.3	27
Q_1	16.29	1.4	14	18.79	2.0	21	28.45	1.3	20	22.65	1.9	16
Q_3	27.75	2.0	72	25.81	2.7	48	38.75	2.1	68	30.11	2.6	40
s.	8.02			7.89			7.20			6.43		
n.	63			63			63			63		
S_k	0.18			0.60			0.47			-0.30		

*1970 reading and mathematics group scores obtained from May, 1970 testing using Cooperative Primary 12-A.
1971 reading and mathematics group scores obtained from May, 1971 testing using Cooperative Primary 23-A.

Table 50

Longitudinal Survey of End-of-Year Reading and Mathematics Achievement of Second Grade Pupils Enrolled at Lowell School for Two Consecutive Years, as Measured by the Cooperative Primary Tests.

	Reading Achievement						Mathematics Achievement					
		1970*			1971*			1970			1971	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	19.23	1.6	30	21.88	2.3	32	34.96	1.8	42	27.35	2.3	27
Median	18.00	1.5	25	23.00	2.4	36	34.50	1.8	42	26.50	2.3	27
Q_1	15.88	1.4	14	20.00	2.1	25	29.00	1.4	20	23.00	1.9	16
Q_3	21.75	1.8	44	25.88	2.7	48	40.00	2.2	68	30.25	2.6	40
s.	4.38			6.55			6.63			6.97		
n.	26			26			26			26		
S_k	0.56			-0.04			0.00			0.07		

*1970 reading and mathematics group scores obtained from May, 1970 testing using Cooperative Primary 12-A.
1971 reading and mathematics group scores obtained from May, 1971 testing using Cooperative Primary 23-A.

Table 51

Longitudinal Survey of End-of-Year Reading and Mathematics Achievement of Second Grade Pupils Enrolled at Sherman School for Two Consecutive Years, as Measured by the Cooperative Primary Tests.

	Reading Achievement						Mathematics Achievement					
	1970*			1971*			1970			1971		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	23.15	1.8	51	28.56	3.0	56	36.23	1.8	42	30.78	2.8	51
Median	22.50	1.8	51	26.38	2.7	48	36.30	1.8	42	28.50	2.5	37
Q_1	18.83	1.6	30	20.06	2.1	25	32.83	1.6	34	24.50	2.1	22
Q_3	27.75	2.0	72	38.08	3.9	82	40.50	2.3	77	38.50	3.6	80
s.	7.04			11.12			6.27			8.93		
n.	60			60			60			60		
S_k	0.35			0.60			0.19			0.86		

*1970 reading and mathematics group scores obtained from May, 1970 testing using Cooperative Primary 12-A.
1971 reading and mathematics group scores obtained from May, 1971 testing using Cooperative Primary 23-A.

Table 52

Longitudinal Survey of Reading Achievement of Third Grade Pupils Enrolled at Logan School During 1970-71 and Burbank-Crockett Schools in 1969-70, as Measured by the Stanford Achievement Tests*

	Word Reading (Meaning) 1969-70						Word Meaning 1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	17.76	1.7	18	14.44	2.5	24	15.19	2.6	20	20.54	3.1	22
Median	16.80	1.6	11	14.13	2.5	24	14.88	2.6	20	19.60	3.0	18
Q_1	13.42	1.4	4	10.22	1.9	10	10.63	2.0	8	16.44	2.7	8
Q_3	21.15	1.8	26	17.56	2.8	44	20.31	3.0	44	23.31	3.5	30
s.	6.82			5.18			5.87			6.19		
n.	59			59			59			59		
S_k	0.26			-0.13			0.24			0.16		

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*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievemert scores based on Stanford Primary II (X) administered 5/71.

Table 52 (continued)

	Paragraph Meaning 1969-70						Paragraph Meaning 1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	16.03	1.6	8	21.14	2.2	18	22.75	2.4	16	31.56	2.9	16
Median	13.40	1.6	8	20.25	2.1	16	23.33	2.4	16	32.00	2.9	16
Q_1	10.47	1.5	4	14.38	1.8	6	13.45	1.8	4	23.88	2.5	8
Q_3	18.92	1.7	16	26.31	2.5	30	29.56	2.8	32	38.13	3.2	28
s.	7.56			9.54			9.84			11.09		
n.	59			59			59			59		
S_k	0.61			0.03			-0.44			-0.28		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 53

Longitudinal Survey of Reading Achievement of Third Grade Pupils Enrolled at Lowell School for Two Consecutive Years, as Measured by the Stanford Achievement Tests*

	Word Reading (Meaning) 1969-70						Word Meaning 1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	17.24	1.6	11	16.40	2.7	38	12.56	2.3	12	17.40	2.7	8
Median	17.33	1.6	11	15.00	2.6	30	11.00	2.0	8	17.67	2.8	11
Q_1	14.25	1.5	8	9.63	1.9	10	8.25	1.8	4	12.75	2.3	4
Q_3	19.88	1.7	18	20.08	3.0	56	16.25	2.7	26	22.25	3.3	26
s.	3.94			8.02			6.27			6.46		
n.	25			25			25			25		
S_k	-0.19			-0.05			0.62			-0.07		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 53 (continued)

	Paragraph Meaning 1969-70						Paragraph Meaning 1970-71					
		Pretest			Posttest			Pretest			Posttest	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.48	1.5	4	17.92	2.0	12	18.32	2.0	8	28.12	2.7	12
Median	11.38	1.5	4	17.25	2.0	12	16.75	2.0	8	28.00	2.7	12
Q_1	7.75	1.4	2	11.13	1.7	4	11.75	1.7	2	18.13	2.0	2
Q_3	16.38	1.6	8	22.25	2.3	22	26.94	2.6	24	37.25	3.2	28
s.	6.09			9.10			8.96			10.11		
n.	25			25			25			25		
S_k	0.32			-0.20			0.68			-0.06		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Pirmary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 54

Longitudinal Survey of Reading Achievement of Third Grade Pupils Enrolled at Sherman School for Two Consecutive Years, as Measured by the Stanford Achievement Tests*

	Word Reading (Meaning) 1969-70						Word Meaning 1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	17.45	1.6	11	14.64	2.6	30	13.73	2.5	16	17.11	2.7	8
Median	16.00	1.6	11	14.00	2.5	24	12.00	2.1	10	17.50	2.8	11
Q_1	11.50	1.4	4	9.90	1.9	10	8.50	1.8	4	11.75	2.1	2
Q_3	21.50	1.8	26	20.75	3.1	60	19.00	2.9	40	22.50	3.5	30
s.	7.07			6.63			6.26			6.72		
n.	56			56			56			56		
S_k	0.20			0.49			0.67			-0.14		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 54 (continued)

	Paragraph Meaning 1969-70						Paragraph Meaning 1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	15.04	1.6	8	21.86	2.3	22	19.96	2.1	10	28.30	2.7	12
Median	11.94	1.5	4	20.50	2.2	18	16.00	1.9	6	26.50	2.6	11
Q_1	9.21	1.4	2	14.50	1.9	10	10.83	1.7	2	18.50	2.1	3
Q_3	20.50	1.8	28	30.50	2.9	50	27.00	2.6	24	37.00	3.2	28
s.	8.73			9.89			11.43			11.91		
n.	56			56			56			56		
S_k	1.03			0.50			0.72			0.27		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.
1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 55

Longitudinal Survey of Mathematics Achievement of Third Grade Pupils
Enrolled at Logan School During 1970-71 and Burbank-Crockett Schools in 1969-70,
as Measured by the Stanford Achievement Tests.*

	1969-70								
	Total Arithmetic			Computation			Concepts		
	Raw Score	Pretest Grade Equiv.	%ile Rank	Raw Score	Posttest Grade Equiv.	%ile Rank	Raw Score	Posttest Grade Equiv.	%ile Rank
Mean	31.90	1.7	23	18.98	2.7	36	13.14	2.4	20
Median	32.75	1.7	23	18.67	2.7	36	12.00	2.3	16
Q_1	25.08	1.5	11	14.65	2.4	20	9.89	1.9	8
Q_3	40.13	1.9	38	24.13	2.9	50	16.13	2.6	32
s.	10.71			8.14			4.95		
n.	59			59			59		
S_k	-0.04			0.30			0.65		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.

Note: Only one score is derivable from this subtest.

Table 55 (continued)

1970-71

	Computation						Concepts					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	18.22	2.6	20	26.05	3.0	14	13.37	2.4	16	18.97	2.7	20
Median	20.13	2.7	24	26.75	3.0	14	12.55	2.4	16	18.33	2.7	20
Q_1	11.38	1.9	4	21.88	2.7	6	9.94	1.9	6	12.79	2.3	6
Q_3	23.81	2.9	38	32.63	3.6	32	16.13	2.6	24	24.25	3.2	34
s.	8.42			8.91			5.04			7.93		
n.	59			59			59			59		
S_k	-0.82			0.19			0.31			0.07		

*1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 56

Longitudinal Survey of Mathematics Achievement of Third Grade Pupils Enrolled at Lowell School for Two Consecutive Years, as Measured by the Stanford Achievement Tests.*

	1969-70								
	Total Arithmetic			Computation			Concepts		
	Pretest			Posttest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	34.16	1.7	23	21.32	2.8	44	16.36	2.6	32
Median	35.00	1.7	23	22.00	2.8	44	16.25	2.6	32
Q_1	22.75	1.5	11	17.13	2.6	28	11.25	2.1	10
Q_3	42.75	2.0	44	26.42	3.0	56	21.25	3.1	58
s.	11.18			7.97			5.68		
n.	25			25			25		
S_k	-0.45			-0.10			0.00		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.

Note: Only one score is derivable from this subtest.

Table 56 (continued)

	1970-71											
	Computation						Concepts					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	22.80	2.9	38	30.28	3.3	22	13.16	2.4	16	20.80	3.1	32
Median	21.25	2.8	32	30.75	3.4	24	12.63	2.4	16	19.00	2.9	26
Q_1	18.13	2.6	20	23.92	2.8	10	9.25	1.7	4	12.92	2.4	8
Q_3	26.42	3.0	44	37.25	3.8	44	15.88	2.6	24	28.25	4.1	56
s.	6.65			10.27			5.53			8.29		
n.	25			25			25			25		
S_k	0.50			-0.05			-0.04			0.41		

*1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 57

Longitudinal Survey of Mathematics Achievement of Third Grade Pupils Enrolled at Sherman School for Two Consecutive Years, as Measured by the Stanford Achievement Tests.*

	1969-70								
	Total Arithmetic			Computation			Concepts		
	Pretest			Posttest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	31.77	1.7	23	19.25	2.7	36	14.52	2.6	32
Median	31.50	1.7	23	18.50	2.7	36	13.17	2.4	20
Q_1	26.00	1.5	11	14.50	2.4	20	10.00	1.9	8
Q_3	37.50	1.8	30	24.50	3.0	56	19.50	3.0	54
s.	8.40			7.08			5.91		
n.	56			56			56		
S_k	0.09			0.40			0.67		

*1969-70 pretest achievement scores based on Stanford Primary I (X) administered 10/69.
1969-70 posttest achievement scores based on Stanford Primary II (W) administered 5/70.

Note: Only one score is derivable from this subtest.

Table 57 (continued)

	1970-71											
	Computation						Concepts					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	17.38	2.6	20	25.64	3.0	14	13.09	2.4	16	18.91	2.7	20
Median	18.17	2.6	20	27.50	3.1	16	11.79	2.3	12	18.00	2.7	20
Q_1	13.50	2.3	11	20.75	2.7	6	9.00	1.7	4	12.50	2.3	6
Q_3	21.83	2.8	32	30.83	3.4	24	16.83	2.7	32	24.50	3.3	38
s.	5.60			7.90			6.23			7.91		
n.	56			56			56			56		
S_k	-0.24			-0.68			0.58			0.17		

*1970-71 pretest achievement scores based on Stanford Primary II (W) administered 10/70.
1970-71 posttest achievement scores based on Stanford Primary II (X) administered 5/71.

Table 58

Longitudinal Survey of Reading Achievement of Fourth Grade Pupils Enrolled at Logan School For Two Consecutive Years, as Measured by the Stanford Achievement Tests

Word Meaning*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	14.28	2.5	16	18.28	2.8	11	9.02	3.1	18	12.85	3.6	16
Median	13.17	2.3	12	17.83	2.8	11	8.38	3.0	14	13.10	3.6	16
Q_1	10.25	1.9	6	14.50	2.5	4	5.75	2.7	8	8.50	3.0	6
Q_3	18.00	2.8	34	23.50	3.6	36	12.00	3.5	30	16.70	4.1	30
s.	5.90			5.93			4.86			5.58		
n.	60			60			60			60		
S_k	0.49			0.52			0.32			-0.24		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 58 (continued)

Paragraph Meaning*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	22.20	2.3	14	29.92	2.8	14	15.75	2.8	12	18.70	3.1	10
Median	18.50	2.0	8	29.10	2.7	12	15.00	2.8	12	17.33	2.9	6
Q_1	11.50	1.7	2	20.00	2.2	4	10.83	2.4	5	12.50	2.5	2
Q_3	31.50	2.9	36	39.25	3.3	32	20.83	3.4	28	23.50	3.8	22
s.	12.22			11.28			7.29			8.27		
n.	60			60			60			60		
S_k	0.60			0.11			0.33			0.24		

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*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 59

Longitudinal Survey of Reading Achievement of Fourth Grade Pupils Enrolled at Lowell School For Two Consecutive Years, as Measured by the Stanford Achievement Tests

Word Meaning*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	15.67	2.7	26	19.27	2.9	14	9.21	3.1	18	13.48	3.6	16
Median	15.81	2.7	26	19.43	2.9	14	8.38	3.0	14	14.00	3.7	20
Q_1	12.53	2.3	12	17.13	2.7	8	5.92	2.7	8	9.06	3.1	8
Q_3	17.88	2.8	34	22.08	3.3	26	11.42	3.3	26	16.25	3.9	26
s.	4.18			4.22			4.62			4.58		
n.	33			33			33			33		
S_k	-0.45			0.14			0.21			-0.75		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 59 (continued)

Paragraph Meaning*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	23.48	2.4	16	30.82	2.9	16	17.21	2.9	16	23.82	3.8	22
Median	25.33	2.5	20	31.33	2.9	16	16.75	2.9	16	23.25	3.7	20
Q_1	16.13	1.9	6	23.92	2.5	8	12.31	2.5	6	19.55	3.2	12
Q_3	30.88	2.9	36	37.38	3.2	28	21.25	3.4	28	27.38	4.1	30
s.	8.65			8.67			6.27			6.01		
n.	33			33			33			33		
S_k	-0.50			-0.20			0.00			0.11		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 60

Longitudinal Survey of Reading Achievement of Fourth Grade Pupils Enrolled at Sherman School For Two Consecutive Years, as Measured by the Stanford Achievement Tests

Word Meaning*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.76	2.3	12	16.47	2.7	8	9.16	3.1	18	12.27	3.5	14
Median	11.35	2.0	8	15.67	2.7	8	8.43	3.0	14	11.33	3.3	11
Q_1	9.96	1.9	6	12.13	2.1	2	6.25	2.7	8	8.68	3.1	8
Q_3	15.69	2.7	26	20.88	3.1	22	11.88	3.5	30	14.25	3.7	20
s.	4.91			6.00			4.82			5.11		
n.	49			49			49			49		
S_k	1.05			0.38			0.45			0.10		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 60 (continued)

Paragraph Meaning*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	19.06	2.1	10	28.02	2.7	12	17.47	2.9	16	21.45	3.4	14
Median	15.63	1.9	6	28.00	2.7	12	17.00	2.9	16	20.13	3.2	12
Q_1	11.13	1.7	2	19.75	2.2	4	12.58	2.6	8	15.13	2.8	5
Q_3	25.25	2.5	20	35.25	3.1	23	21.69	3.6	32	26.88	4.1	30
s.	10.21			10.40			7.15			8.46		
n.	49			49			49			49		
S_k	0.73			-0.13			0.06			0.30		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 61

Longitudinal Survey of Mathematics Achievement of Fourth Grade Pupils Enrolled at Logan School For Two Consecutive Years, as Measured by the Stanford Achievement Tests

Computation*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	16.47	2.5	14	24.83	2.9	11	7.25	2.9	8	10.52	3.6	10
Median	16.50	2.5	14	24.67	2.9	11	6.67	2.9	8	10.30	3.5	8
Q_1	11.83	2.0	6	17.00	2.4	4	4.36	2.2	2	5.67	2.7	2
Q_3	21.25	2.8	32	33.75	3.6	32	10.00	3.5	22	13.83	3.9	18
s.	7.49			9.50			3.65			4.97		
n.	60			60			60			60		
S_k	0.02			0.17			0.36			-0.27		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 61 (continued)

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
	Concepts*											
Mean	12.70	2.4	16	17.02	2.6	14	7.98	2.7	14	9.32	3.0	10
Median	10.25	1.9	6	14.75	2.5	10	7.33	2.5	10	8.50	3.0	10
Q_1	8.13	1.6	2	10.83	2.1	3	5.88	2.3	6	5.83	2.3	2
Q_3	15.25	2.6	24	23.50	3.2	34	9.70	3.3	26	11.25	3.6	18
s.	6.25			8.39			3.28			4.54		
n.	60			60			60			60		
S_k	0.81			0.75			0.48			0.03		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 62

Longitudinal Survey of Mathematics Achievement of Fourth Grade Pupils Enrolled at Lowell School For Two Consecutive Years, as Measured by the Stanford Achievement Tests

Computation*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	22.15	2.8	32	33.00	3.6	32	9.85	3.5	22	15.15	4.0	20
Median	21.88	2.8	32	35.00	3.7	40	9.27	3.3	16	14.67	4.0	20
Q_1	18.55	2.7	24	27.52	3.1	16	8.52	3.3	16	11.68	3.7	12
Q_3	25.42	3.0	44	39.38	3.9	50	12.88	3.8	40	18.38	4.4	32
s.	4.72			9.41			4.13			5.98		
n.	33			33			33			33		
S_k	0.06			-0.52			1.31			0.21		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 62 (continued)

Concepts*

	1969-70						1970-71					
	Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.06	2.3	12	21.00	2.9	26	10.06	3.3	26	13.70	4.6	42
Median	12.00	2.3	12	22.00	3.0	28	10.88	3.6	34	13.33	4.3	32
Q_1	8.63	1.7	4	15.25	2.5	10	7.92	2.7	14	8.58	3.0	10
Q_3	15.38	2.6	24	25.88	3.4	42	12.65	4.3	54	18.25	5.4	64
s.	4.16			6.33			3.77			5.37		
n.	33			33			33			33		
S_k	0.00			-0.54			-0.50			0.04		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 63

Longitudinal Survey of Mathematics Achievement of Fourth Grade Pupils Enrolled at Sherman School for Two Consecutive Years, as Measured by the Stanford Achievement Tests

Computation*

	1969-70						1970-71					
	Raw Score	Pretest Grade Equiv.	%ile Rank	Raw Score	Posttest Grade Equiv.	%ile Rank	Raw Score	Pretest Grade Equiv.	%ile Rank	Raw Score	Posttest Grade Equiv.	%ile Rank
Mean	14.92	2.4	12	23.35	2.8	10	8.82	3.3	16	13.43	3.8	16
Median	13.75	2.3	11	22.75	2.8	10	8.20	3.1	11	12.56	3.8	16
Q_1	10.31	1.9	4	16.63	2.4	4	5.38	2.5	4	9.06	3.3	6
Q_3	19.75	2.7	24	29.25	3.2	20	11.88	3.7	34	17.75	4.4	32
s.	6.57			10.43			4.27			5.56		
n.	49			49			49			49		
S_k	0.54			0.06			0.26			0.39		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 63 (continued)

Concepts*

	1969-70						1970-71					
		Pretest			Postest			Pretest			Posttest	
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	12.84	2.4	16	17.45	2.6	14	7.92	2.7	14	11.02	3.6	18
Median	11.00	2.1	8	15.33	2.5	10	7.20	2.5	10	9.00	3.0	10
Q_1	9.15	1.7	4	11.31	2.1	3	4.95	2.2	5	6.75	2.5	4
Q_3	15.42	2.6	24	21.88	3.0	28	10.94	3.6	34	13.38	4.3	32
s.	5.27			8.29			4.35			6.16		
n.	49			49			49			49		
S_k	0.82			0.48			0.50			0.64		

*1969 pretest scores obtained from Stanford Primary II (W) administered 10/69.
1970 posttest scores obtained from Stanford Primary II (X) administered 5/70.
1970 pretest scores obtained from Stanford Intermediate I (W) administered 10/70.
1971 posttest scores obtained from Stanford Intermediate I (W) administered 5/71.

Table 64

Longitudinal Survey of Mathematics Achievement of Fifth Grade Pupils Enrolled at Logan School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Computation* 1969-70						Computation* 1970			Concepts* 1969-70						Concepts* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
ean	8.16	3.1	11	10.98	3.6	10	24.00	4.2	23	7.12	2.5	10	8.63	3.0	10	13.37	3.8	25
edian	7.43	2.9	8	10.60	3.6	10	24.00	4.2	23	7.20	2.5	10	8.08	2.7	6	12.75	3.8	25
1	5.08	2.5	4	8.75	3.3	6	18.25	3.6	10	5.38	2.2	5	6.44	2.3	2	9.08	3.0	10
3	10.75	3.6	28	13.31	3.8	16	29.25	4.7	37	9.31	3.0	22	10.75	3.6	18	16.63	4.7	41
.	3.95			3.51			7.52			2.89			3.02			5.08		
.	43			43			43			43			43			43		
k	0.34			0.38			-0.09			0.15			0.48			0.06		

1969-70 Computation scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1969-70 Concepts scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1970 Computation and Concepts scores obtained from the Comprehensive Tests of Basic Skills II(Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in Fall, 1971.

Table 65

Longitudinal Survey of Mathematics Achievement of Fifth Grade Pupils Enrolled at Sherman School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Computation* 1969-70						Computation* 1970			Concepts* 1969-70						Concepts* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	6.44	2.7	6	11.76	3.7	12	19.57	3.8	14	6.78	2.5	10	8.49	3.0	10	14.24	4.0	28
Median	6.57	2.9	8	12.00	3.7	12	20.25	3.8	14	6.63	2.5	10	8.00	2.7	6	14.88	4.2	32
Q_1	3.88	2.2	2	7.56	3.1	4	14.92	3.3	6	4.92	2.2	5	6.56	2.5	4	11.25	3.4	17
Q_3	8.25	3.1	11	15.19	4.0	20	23.65	4.2	23	9.19	3.0	22	10.46	3.3	12	16.47	4.5	37
s.	3.25			4.47			5.21			2.52			3.13			4.59		
n.	41			41			41			41			41			41		
S_k	-0.46			-0.33			-0.44			0.40			0.52			-0.78		

*1969-70 Computation scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1969-70 Concepts scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1970 Computation and Concepts scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in Fall, 1971.

Table 66

Longitudinal Survey of Mathematics Achievement of Fifth Grade Pupils Enrolled at Lowell School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Computation* 1969-70						Computation* 1970			Concepts* 1969-70						Concepts* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	11.69	3.7	34	16.27	4.1	24	28.38	4.6	34	8.54	3.0	22	12.62	4.3	32	15.65	4.5	37
Median	12.90	3.8	40	14.50	4.0	20	28.00	4.6	34	8.90	3.0	22	10.83	3.6	18	15.00	4.2	32
Q_1	7.00	2.9	8	12.00	3.7	12	22.00	4.0	18	6.00	2.3	6	8.00	2.7	6	11.00	3.4	17
Q_3	15.67	4.1	50	21.75	4.9	50	36.00	5.4	65	10.63	3.6	34	17.88	5.4	64	20.67	5.6	61
s.	5.03			6.98			7.76			3.37			5.58			5.49		
n.	26			26			26			26			26			26		
S_k	-0.72			0.98			0.29			0.51			0.85			0.35		

*1969-70 Computation scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1969-70 Concepts scores obtained from the Stanford Intermediate I (W) administered 10/69 and 5/70.
1970 Computation and Concepts scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in Fall, 1971.

Table 67

Longitudinal Survey of Reading Achievement of Fifth Grade Pupils Enrolled at
Logan School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Word Meaning* 1969-70						Vocabulary* 1970			Paragraph Meaning* 1969-70						Comprehension* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
ean	11.33	3.3	26	14.35	3.7	20	19.81	4.2	31	21.05	3.4	28	22.60	3.7	20	19.44	3.7	26
edian	11.88	3.5	30	15.25	3.8	23	20.75	4.3	34	20.88	3.4	28	22.80	3.7	20	17.67	3.6	24
$_1$	7.65	3.0	14	9.38	3.1	8	15.25	3.5	18	16.42	2.8	12	15.25	2.8	5	13.19	2.9	11
$_3$	14.58	3.8	44	18.63	4.6	42	24.56	5.0	48	24.75	3.9	44	28.13	4.2	34	24.75	4.6	41
s.	5.08			5.99			6.64			6.80			8.33			3.95		
n.	43			43			43			43			43			43		
$_k$	-0.44			-0.54			-0.36			-0.14			-0.34			0.45		

*Word Meaning scores obtained from the Stanford Intermediate I (W) administered as pretest 10/69 and posttest 5/70.
Vocabulary scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.
Paragraph meaning scores obtained from the Stanford Intermediate I (W) administered as pretest 10/69 and posttest 5/70.
Comprehension scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.
Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in the Fall, 1971.

Table 68

Longitudinal Survey of Reading Achievement of Fifth Grade Pupils Enrolled at Lowell School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Word Meaning* 1969-70						Vocabulary* 1970			Paragraph Meaning* 1969-70						Comprehension* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
ean	8.96	3.1	18	13.54	3.7	20	18.73	4.0	28	17.04	2.9	16	22.04	3.6	18	21.77	4.1	33
edian	8.50	3.1	18	12.50	3.6	16	18.50	4.0	28	15.50	2.8	12	21.50	3.6	18	21.17	4.0	31
Q_1	5.75	2.7	8	8.75	3.1	8	15.00	3.5	18	13.25	2.6	8	15.88	2.8	5	15.25	3.3	16
Q_3	11.33	3.3	26	17.33	4.1	30	21.75	4.5	37	19.00	3.1	22	27.00	4.1	30	26.00	4.7	44
s.	4.97			5.71			5.98			6.19			8.16			7.30		
n.	26			26			26			26			26			26		
S_k	0.03			0.25			-0.07			0.43			-0.21			-0.20		

*Word Meaning scores obtained from the Stanford Intermediate I (W) administered as pretest 10/69 and posttest 5/70.
Vocabulary scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.
Paragraph meaning scores obtained from the Stanford Intermediate I(W) administered as pretest 10/69 and posttest 5/70.
Comprehension scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in the Fall, 1971.

Table 69

Longitudinal Survey of Reading Achievement of Fifth Grade Pupils Enrolled at
Sherman School for Two Consecutive Years, as Measured by the Stanford and CTBS Tests

	Word Meaning* 1969-70						Vocabulary* 1970			Paragraph Meaning* 1969-70						Comprehension* 1970		
	Pretest			Posttest			Pretest			Pretest			Posttest			Pretest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	8.10	3.0	14	10.50	3.2	10	17.90	3.9	25	14.80	2.8	12	19.98	3.2	10	20.83	4.0	31
Median	7.75	3.0	14	10.20	3.2	10	18.00	3.9	25	14.25	2.7	11	18.67	3.1	8	21.00	4.0	31
Q_1	5.88	2.7	8	7.82	3.0	6	14.81	3.5	18	7.25	2.1	1	14.56	2.8	3	15.75	3.4	19
Q_3	10.42	3.2	22	14.65	3.8	23	22.19	4.5	37	18.25	3.0	14	24.19	3.8	23	26.69	4.9	47
s.	3.07			3.90			5.42			6.30			6.78			7.0		
n.	41			41			41			41			41			41		
S_k	0.35			0.61			0.27			-0.55			0.29			0.08		

*Word Meaning scores obtained from the Stanford Intermediate I (W) administered as pretest 10/69 and posttest 5/70.
Vocabulary scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.
Paragraph meaning scores obtained from the Stanford Intermediate I (W) administered as pretest 10/69 and posttest 5/70.
Comprehension scores obtained from the Comprehensive Tests of Basic Skills II (Q) administered 10/70.

Note: A Spring, 1971 posttest was not administered at grade 5 because there is presently no alternative form of the CTBS (II) battery and the pupils under study are scheduled for identical testing in the Fall, 1971.

Table 70

Statistical Characteristics of 1970-71 Comprehensive Tests of Basic Skills Scores in Reading, Language, and Mathematics Achievement for Sixth Grade Pupils Enrolled at Lowell School for Two Consecutive Years

	Total Reading*						Total Language*						Total Arithmetic*					
	Pretest			Posttest			Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	46.64	4.6	25	44.59	4.4	17	50.18	4.9	29	51.63	5.0	24	55.86	4.7	21	60.95	4.9	18
Median	46.50	4.6	25	43.50	4.3	16	54.00	5.2	35	52.25	5.0	24	57.50	4.8	22	59.50	4.9	17
Q_1	37.67	3.9	15	37.75	3.9	11	48.00	4.7	26	44.00	4.3	15	45.00	4.1	11	50.75	4.4	11
Q_3	57.00	5.4	39	55.67	5.3	28	57.25	5.5	41	62.00	6.2	43	65.00	5.2	30	78.00	6.3	42
s.	12.00			13.07			11.18			12.94			14.11			17.44		
n.	22			22			22			22			22			22		
S_k	0.17			0.72			-0.59			0.17			-0.50			0.72		

*Pretest scores based upon CTBS, Level 2 (form Q) administered October, 1970.
Posttest scores based upon CTBS, Level 2 (form Q) administered May, 1971.

Table 71

Statistical Characteristics of 1970-71 Comprehensive Tests of Basic Skills Scores in Reading, Language, and Mathematics Achievement for Sixth Grade Pupils Enrolled at Logan School for Two Consecutive Years

	Total Reading*						Total Language*						Total Arithmetic*					
	Pretest			Posttest			Pretest			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	44.55	4.4	23	48.15	4.6	19							54.38	4.6	19	61.70	5.0	18
Median	43.00	4.3	20	49.13	4.7	20	School failed to test, using						56.00	4.7	21	61.25	4.9	18
Q_1	33.58	3.6	12	38.54	4.0	12	the CTBS, Language Subtests						41.92	3.9	9	48.75	4.3	10
Q_3	55.38	5.2	35	58.38	5.5	31							65.08	5.2	30	74.88	5.9	35
s.	13.88			14.86									15.20			15.71		
n.	73			73									73			73		
S_k	0.27			-0.14									-0.43			0.09		

*Pretest scores based upon CTBS, Level 2 (form Q) administered October, 1970.
Posttest scores based upon CTBS, Level 2 (form Q) administered May, 1971.

Table 72

Statistical Characteristics of 1970-71 Comprehensive Tests of Basic Skills Scores in Reading, Language, and Mathematics Achievement for Sixth Grade Pupils Enrolled at Sherman School for Two Consecutive Years

	Total Reading*						Total Language*						Total Arithmetic*					
	Pretest			Posttest			Prestst			Posttest			Pretest			Posttest		
	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank	Raw Score	Grade Equiv.	%ile Rank
Mean	47.76	4.6	26	53.33	5.1	25	47.64	4.7	26	52.75	5.1	25	59.71	4.9	25	66.09	5.2	22
Median	47.13	4.6	25	51.00	4.9	22	49.00	4.8	27	53.88	5.2	27	61.75	5.0	27	69.00	5.4	26
Q_1	34.38	3.6	12	43.42	4.3	15	40.75	4.1	17	43.25	4.2	14	47.08	4.2	13	53.25	4.5	12
Q_3	60.75	5.8	46	66.75	6.7	51	54.63	5.3	37	66.13	6.9	53	73.13	5.8	43	79.63	6.5	46
s.	15.41			15.82			12.89			15.38			16.28			16.42		
n.	55			55			55			55			55			55		
S_k	0.07			0.70			-0.38			0.14			-0.26			-0.39		

*Pretest scores based upon CTBS, Level 2 (form Q) administered October, 1970.
Posttest scores based upon CTBS, Level 2 (form Q) administered May, 1971.

Table 73

Statistical Characteristics of Eighth Grade Reading Achievement, as Measured by the CTBS Reading Subtests

Grade 8 CTBS Subtest Scores (level 3, form Q)	Pretest Statistical Screen Administration Date: 10/26/70-11/2/70				Post-test Statistical Screen Administration Date: 4/26/71-5/3/71			
	Raw Score	G.L.E.	%ile Rank	Scale Score	Raw Score	G.L.E.	%ile Rank	Scale Score
Vocabulary								
Mean	18.20	6.0	21	465	20.08	6.5	21	480
Median	17.22	5.8	19	458	19.30	6.2	19	472
Q_1	12.11	4.6	8	414	13.55	5.1	10	433
Q_3	23.25	7.1	35	502	25.91	7.7	38	524
s.	7.59				7.95			
n	290				290			
Comprehension								
Mean	19.90	5.1	17	455	21.86	5.6	18	472
Median	18.56	4.9	15	447	21.07	5.4	15	463
Q_1	13.74	3.9	7	403	14.47	3.9	5	403
Q_3	25.76	6.8	34	507	28.04	7.3	36	525
s.	8.09				8.71			
n	290				290			
Total Reading								
Mean	38.00	5.7	18	455	41.87	6.1	19	471
Median	35.50	5.4	16	447	39.50	5.9	16	463
Q_1	26.05	4.2	6	398	29.84	4.7	8	421
Q_3	47.86	6.9	32	496	53.83	7.5	36	521
s.	14.51				15.37			
n	290				290			

Table 74

Statistical Characteristics of Eighth Grade Mathematics Achievement, as Measured by the CTBS Mathematics Subtests

Grade 8 CTBS Subtest Scores (level 3, form Q)	Pretest Statistical Screen Administration Date: 10/26/70-11/2/70				Post-test Statistical Screen Administration Date: 4/26/71-5/3/71			
	Raw Score	G.L.E.	%ile Rank	Scale Score	Raw Score	G.L.E.	%ile Rank	Scale Score
Computation								
Mean	22.80	6.0	20	454	25.04	6.3	19	466
Median	21.28	5.7	16	441	23.05	6.0	15	454
Q_1	16.23	4.7	7	400	17.46	5.0	6	400
Q_3	28.04	6.8	32	484	31.75	7.6	34	484
s.	9.06				10.07			
n	262				262			
Concepts								
Mean	14.33	5.9	20	452	16.00	6.6	21	472
Median	14.18	5.9	20	452	15.42	6.2	18	462
Q_1	10.25	4.5	8	404	11.86	5.2	10	430
Q_3	17.41	6.9	31	482	20.34	7.8	36	514
s.	5.19				5.84			
n	262				262			
Application								
Mean	8.66	5.9	21	464	9.88	6.2	21	478
Median	7.84	5.4	13	449	9.08	5.9	17	464
Q_1	5.65	4.5	9	414	6.55	5.0	10	433
Q_3	11.38	6.6	31	492	13.33	7.5	35	519
s.	4.14				4.42			
n	265				265			
Total								
Mean	45.87	5.9	19	449	50.50	6.3	18	465
Median	42.00	5.5	15	435	46.93	6.0	15	452
Q_1	33.11	4.6	7	399	36.44	5.0	7	412
Q_3	58.42	7.0	33	486	63.42	7.5	31	501
s.	16.53				18.07			
n	262				262			

Table 75.

SAN DIEGO CITY SCHOOLS
TESTING AND EVALUAT SERVICES

MEMORIAL JUNIOR HIGH SCHOOL
GRADE 8

COMPREHENSIVE TESTS OF BASIC SKILLS, FORM Q, LEVEL 3, ARITHMETIC COMPUTATION
CURRENT RETARDATION REDUCTION AND DESIRED PROFILES
NOVEMBER, 1970

RAW SCORE INTERVALS	CURRENT GR. 8 DISTRIBUTION		20% RETARDATION REDUCTION		25% RETARDATION REDUCTION		30% RETARDATION REDUCTION		45% RETARDATION REDUCTION		50% RETARDATION REDUCTION		55% RETARDATION REDUCTION		75% RETARDATION REDUCTION		95% RETARDATION REDUCTION		DESIRED DISTRIBUTION*	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-3	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
4-6	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
7-9	15	4.2	12	3.4	12	3.4	11	3.1	9	2.5	8	2.2	8	2.2	5	1.4	3	.8	2	.6
10-12	26	7.3	21	5.9	20	5.6	19	5.3	16	4.5	14	3.9	13	3.6	9	2.5	4	1.1	3	.8
13-15	47	13.1	39	10.9	37	10.4	35	9.8	29	8.1	27	7.6	25	7.0	17	4.8	9	2.5	7	2.0
16-18	60	16.8	50	14.0	47	13.1	45	12.6	37	10.3	35	9.8	32	9.0	22	6.2	13	3.6	10	2.6
19-21	45	12.6	39	10.9	38	10.6	36	10.1	32	9.0	30	8.4	29	8.1	23	6.4	17	4.8	16	4.5
22-24	43	12.0	38	10.7	37	10.4	36	10.1	32	9.0	30	8.4	29	8.1	24	6.7	19	5.3	18	5.0
25-27	42	11.8	38	10.7	37	10.4	36	10.1	33	9.3	31	8.7	30	8.4	26	7.3	22	6.2	21	5.9
28-30	24	6.7	24	6.7	24	6.7	24	6.7	24	6.7	25	7.0	25	7.0	25	7.0	25	7.0	25	7.0
31-33	15	4.2	17	4.8	17	4.8	18	5.0	19	5.3	20	5.6	21	5.9	23	6.4	25	7.0	25	7.0
34-36	6	1.7	8	2.2	9	2.5	9	2.5	11	3.1	11	3.1	12	3.4	14	3.9	16	4.5	16	4.5
37-39	15	4.2	18	5.0	18	5.0	19	5.3	21	5.9	22	6.2	22	6.2	25	7.0	27	7.6	28	7.8
40-42	12	3.4	18	5.0	20	5.6	21	5.9	26	7.3	28	7.8	29	8.1	35	9.8	41	11.5	43	12.0
43-45	7	2.0	18	5.0	20	5.6	23	6.5	31	8.7	34	9.5	36	10.1	47	13.2	57	16.0	60	16.8
46-48	0	--	17	4.8	21	5.9	25	7.0	37	10.3	42	11.8	46	12.9	62	17.4	79	22.1	83	23.3
TOTAL	357		357		357		357		357		357		357		357		357		357	
MEAN	20.65		24.92		25.58		26.31		28.49		29.39		30.02		32.93		35.79		36.55	
S.D.	8.40		10.72		11.05		11.31		11.83		11.90		11.93		11.59		10.54		10.08	

* SPRING NORMS
6/15/71 BT

Table 76

SAN DIEGO CITY SCHOOLS
TESTING AND EVALUATION SERVICES

MEMORIAL JUNIOR HIGH SCHOOL
GRADE 8

Comprehensive Tests of Basic Skills, Vocabulary
Current Retardation Reduction and Desired Profiles
April, 1971

Raw Score Intervals	Current Gr. 8 Distribution		20% Retardation Reduction		25% Retardation Reduction		30% Retardation Reduction		45% Retardation Reduction		50% Retardation Reduction		55% Retardation Reduction		75% Retardation Reduction		95% Retardation Reduction		Desired Distribution	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-3	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
4-6	11	3.7	9	3.0	9	3.0	8	2.7	7	2.3	6	2.0	6	2.0	4	1.3	2	0.6	2	.7
7-9	29	9.7	24	8.1	23	7.7	22	7.4	19	6.4	17	5.7	16	5.3	12	4.0	7	2.3	6	2.0
10-12	40	13.4	34	11.4	33	11.1	31	10.4	27	9.1	25	8.4	24	8.1	18	6.0	13	4.4	11	3.7
13-15	38	12.8	33	11.1	32	10.4	31	10.4	28	9.4	27	9.1	25	8.4	21	7.0	16	5.3	15	5.0
16-18	46	15.4	41	13.8	39	13.1	38	12.8	34	11.4	32	10.7	31	10.4	26	8.7	20	6.7	19	6.4
19-21	31	10.4	29	9.7	29	9.7	28	9.4	27	9.1	26	8.7	26	8.7	24	8.1	22	7.4	22	7.4
22-24	44	14.8	41	13.8	40	13.4	40	13.4	37	12.4	37	12.4	36	12.1	33	11.1	30	10.1	29	9.7
25-27	21	7.1	23	7.7	24	8.1	24	8.1	25	8.4	26	8.7	27	9.1	28	9.4	31	10.4	31	10.4
28-30	18	6.0	22	7.4	22	7.4	23	7.7	25	8.4	27	9.1	28	9.4	31	10.4	34	11.4	35	11.9
31-33	9	3.0	15	5.0	16	5.3	18	6.0	22	7.4	24	8.1	25	8.4	31	10.4	37	12.4	38	12.8
34-36	6	2.0	13	4.4	15	5.0	17	5.7	22	7.4	24	8.1	26	8.7	33	11.1	40	13.4	42	14.1
37-39	5	1.7	12	4.0	14	4.7	16	5.3	21	7.0	23	7.7	24	8.1	31	10.4	38	12.8	40	13.4
40	0	--	2	0.7	2	0.7	2	0.7	4	1.3	4	1.3	4	1.3	6	2.0	8	2.7	8	2.7
Total	298		298		298		298		298		298		298		298		298		298	
Mean	18.22		20.13		20.52		21.03		22.32		22.94		23.30		25.10		26.97		27.40	
S.D.	7.69		8.70		8.87		8.99		9.34		9.32		9.33		9.24		8.73		8.57	

Table 77

SAN DIEGO CITY [illegible]OOLS
TESTING AND EVALUAT[illegible] SERVICES

MEMORIAL JUNIOR HIGH SCHOOL
GRADE 8

COMPREHENSIVE TESTS OF BASIC SKILLS, LEVEL 3, FORM Q, READING COMPREHENSION
CURRENT RETARDATION REDUCTION AND DESIRED PROFILES
NOVEMBER, 1970

AW SCORE INTERVALS	CURRENT GR. 8 DISTRIBUTION		20% RETARDATION REDUCTION		25% RETARDATION REDUCTION		30% RETARDATION REDUCTION		45% RETARDATION REDUCTION		50% RETARDATION REDUCTION		55% RETARDATION REDUCTION		75% RETARDATION REDUCTION		95% RETARDATION REDUCTION		DESIRED DISTRIBUTION*	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-3	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
4-6	9	2.4	7	1.9	7	1.9	5	1.3	5	1.3	4	1.1	4	1.1	2	.5	1	.3	0	--
7-9	26	6.9	21	5.5	20	5.3	19	5.0	16	4.2	14	3.7	13	3.4	9	2.4	4	1.1	3	.8
10-12	48	12.7	40	10.5	38	10.0	36	9.5	30	7.9	28	7.4	26	6.9	18	4.7	10	2.6	8	2.1
13-15	61	16.1	51	13.5	49	12.9	46	12.1	39	10.3	36	9.5	34	9.0	24	6.3	14	3.7	12	3.2
16-18	54	14.2	47	12.4	44	11.6	43	11.4	37	9.8	35	9.2	33	8.7	26	6.9	18	4.7	16	4.2
19-21	43	11.3	38	10.0	37	9.8	36	9.5	32	8.4	31	8.2	31	8.2	26	6.9	21	5.5	20	5.3
22-24	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2	35	9.2
25-27	43	11.3	40	10.5	39	10.3	38	10.0	36	9.5	35	9.2	34	9.0	31	8.2	28	7.4	27	7.1
28-30	18	4.8	23	6.1	24	6.3	26	6.9	29	7.7	31	8.2	32	8.4	37	9.8	42	11.1	43	11.3
31-33	22	5.8	29	7.7	31	8.2	33	8.7	38	10.0	40	10.6	42	11.1	49	12.9	56	14.8	58	15.3
34-36	13	3.4	22	5.8	24	6.3	26	6.9	32	8.4	35	9.2	37	9.7	45	11.9	54	14.2	56	14.8
37-39	6	1.6	15	4.0	17	4.5	19	5.0	26	6.9	26	7.4	30	7.9	39	10.3	48	12.7	50	13.2
40-42	1	.3	8	2.1	10	2.6	12	3.2	17	4.5	19	5.0	20	5.3	27	7.1	34	9.0	36	9.5
43-45	0	--	3	.8	4	1.1	5	1.3	7	1.9	8	2.1	8	2.1	11	2.9	14	3.7	15	4.0
TOTAL	379		379		379		379		379		379		379		379		379		379	
MEAN	19.22		21.52		22.07		22.73		24.30		24.99		25.42		27.65		29.91		30.63	
S.D.	7.94		9.20		9.45		9.57		9.90		9.90		9.87		9.56		8.69		8.46	

* SPRING NORMS
6/15/71 BT

Table 78

Statistical Characteristics of ITED* Scores of Grade 10 Pupils for Two Consecutive Years

	October, 1969		November, 1970	
	Reading Percentile Rank**	Mathematics Percentile Rank	Reading Percentile Rank	Mathematics Percentile Rank
Mean	56	47	50	47
Median	43	40	43	40
Q_1	23	20	17	26
Q_3	69	64	65	64
s	7.03	5.21	7.13	4.94
n	622	636	557	556

* ITED = Iowa Tests of Educational Development (Form Y4).

** Mid-percentile interval score.

Table 79

Statistical Characteristics of ITED* Scores of Grade 12 Pupils for Two Consecutive Years

	October, 1969		November, 1970	
	Reading Percentile Rank**	Mathematics Percentile Rank	Reading Percentile Rank	Mathematics Percentile Rank
Mean	53	48	48	48
Median	48	37	43	37
Q_1	19	20	19	16
Q_3	67	70	67	70
s	9.96	6.65	9.54	6.90
n	520	529	480	504

* ITED = Iowa Tests of Educational Development (Form Y4).

** Mid-percentile interval score.

Grade 6: Available test scores presented in Tables 70, 71, and 72 indicate that the test achievement of Lowell and Logan in May 1971 was approximately the same or slightly lower in Language and arithmetic, and lower in reading than October, 1970. Test achievement at Sherman in May, 1971 was approximately the same or lower in Language and arithmetic than October, 1970, except for Q3 Language which showed a gain of 16 months and placed Q3 at the national norm; Q3 in reading was also at norm at Sherman in May, 1971 with the Median and Q1 scores being significantly below grade. Coefficient of skewness indices show variable shifts within distributions, but such shifts were of minimal extent.

Grade 8: Tables 73, 74, 75, 76, and 77 indicate that pupils did not improve their reading and mathematics achievement approximately one-half the difference between the current and desired district profile. Vocabulary approximated the 20% retardation reduction profile; and both reading comprehension and computation fell between the 20% and 25% retardation reduction profiles.

Grade 10: Table 78 indicates that the lower 25 percent of the pupils improved their relative norm positions in mathematics but declined in reading achievement from 1969 to 1970.

Grade 12: Table 79 indicates that the lower 25 percent of the pupils remained approximately stable in their relative norm positions in reading and mathematics from 1969 to 1970.

In conclusion, test results were mixed from grades one to eight, inclusive. There were some significant gains at several points and grade levels for selected schools (Grade 5 - Lowell and Sherman) but overall, schools approximated previous achievement. Considering objective seven, it may be concluded that only part C was achieved which involved the lower 25 percent of pupils at Grades 10 and 12.